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ABSTRACT

This handbook is a response to Hotline and Youth Crisis Center staff who asked for a guidebook for doing program evaluation. A cross-section of Hotline workers in three Minnesota centers was monitored to define issues and problems or concerns about their programs. The actual program methods used were determined and utilized to formalize a method of self-evaluation. This handbook is composed of 10 parts: (1) Introduction; (2) Self-Evaluation Method; (3) Who Shall We Serve?; (4) Volunteer Career; (5) The Organization; (6) Program Evaluation; (7) Forms/Computers; (8) Program Topics; (9) Evaluation 2.; and (10) Bibliography. (JLL)

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SELF-EVALUATION HANDBOOK

For

HOTLINES AND YOUTH CRISIS CENTERS

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James J. McDonough, Jr., Ph.D., Project Director

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May, 1976

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U.S. DEPARTMENT OF HEALTH,
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VITAE

Michael Baizerman, Principal Investigator, holds degrees in public health (MSPH) and in social work (MS, Ph.D.). He is Associate Professor, Center for Youth Development and Research and in Maternal and Child Health, School of Public Health, University of Minnesota. Mike has worked as a youth-gang street worker, a community organizer and as a researcher. Current research interests include young health status, human services for youth and the utilization of research by youth service workers.

James J. McDonough, Jr., Project Director, is a clinical psychologist who received his Ph.D. from the University of Minnesota. His special areas of interest and training include child psychology and family therapy. He has worked at a number of alternative youth serving agencies, including volunteer work at Walk-In Counseling Center (Minneapolis). His previous research efforts include Adlerian family education, suicide within the prison system, and the use of program evaluation models for community mental health services.

Mitchell Sherman received a B.A. in Economics from Brooklyn College in 1968. He was awarded a teaching assistantship with the Economics Department at the University of Illinois, where he earned an M.A. in international economics theory in 1970. After spending several years with the Department of Commerce in Washington, D.C., Mr. Sherman began a doctorate in organizational psychology at the University of Minnesota which he expects to complete in 1977. He is a Graduate Research Assistant on this project.

DEDICATION

To those people at the Northfield, Minnesota National Meeting of Hotlines and Youth Crisis Centers, 1972, who asked for a method of program self-evaluation.

ACKNOWLEDGMENTS

We want to acknowledge the active support and assistance of the staff and board at three Hotlines which helped us to develop this Handbook: Hotline, Minnetonka, Minnesota; Youth Emergency Service, Northfield, Minnesota; and Youth Emergency Service, Minneapolis, Minnesota. It was these people who worked with us in taking an idea and transforming it into a real and viable social process. We came to trust and to understand each other, although we still disagree, sometimes.

Ken Beitler, St. Paul, Minnesota was our consultant. He was an early, active leader in the local and national Hotline movement as a founder of YES, Minneapolis and later as the Editor of The Exchange, the national newsletter of Hotlines and Youth Crisis Centers. He helped us cross "the two solitudes" -- the street and the University; and he was a colleague in the preparation of the grant which led to this Handbook.

We want to acknowledge too the more than one hundred Hotline and Crisis Center staff around the country who took time to write or call us about this project. These people offered to us their ideas and their own work for inclusion in this Handbook.

Arnie Dahlkie of Bethesda, Maryland was doing research on Hotlines at The American Institute of Research when we began. He has been a constant source of support and help, always ready to share his ideas and his work.

Three students at the University of Minnesota contributed directly to our understanding of Hotlines and Crisis Centers and to trying out some of the ideas and techniques suggested in the Handbook.

Ruth Mickelsen, a youth agency volunteer and student, designed and carried out a study of youth Hotlines in England as part of her stay there as an exchange student. Paul Hartley a YES, Minneapolis volunteer, designed and carried out a follow-up study of legal referrals as part of his academic work. Joe Hirak, a graduate student in social work and former Hotline staff person in Milwaukee, read, abstracted and shared with us literature about programs and his own experiences.

Mitch Berdie of the Minneapolis Rehabilitation Center was co-author of the original grant while he was a graduate assistant at the Center for Youth Development and Research (CYDR).

The artist who transformed many of our ideas into visual form for this Handbook is Diane Swanson. Sue Baizerman also drew many of the pictures. The inspiration for the cover comes from the NEXUS brochure; Bill Ferris at the American Association for Higher Education gave permission to us to adapt their drawing.

Dr. Gisela Konopka, Director, CYDR, and the rest of our friends and colleagues on the staff helped us in a spirit of friendly critique. In particular, Terry Anderson, Resource Coordinator, provided active, focused editorial help to us in preparation of this Handbook. Arlene Jones provided the secretarial skills and patience which were necessary from the beginning of the project to the final typing of the Handbook.

Thanks to all of you.

Mike, Jim & Mitch

FORWARD

Ever since I first heard of the Hotline idea, helped to organize a youth hotline (in 1970) and went to the First International Hotline Conference in Los Angeles (also in 1970), I've heard the question, "How effective is Hotline?" or a variation of it, "Is the Hotline successful?"

This question has competed, in frustration, in trying to find a good answer, with another challenge: "Just what training do hotline listeners possess that qualify them to 'counsel and give advice' over the telephone?"

As Hotlines sought funding, they had to provide justification for spending hard-sought dollars. At first, every agency with money to stem the "drug abuse tide" threw money at Hotlines as "quick panaceas" to stem the tide and give the alleged "drug abusers somebody they could talk to without fear of getting busted." As the drug panic (the first one, anyway) wore off, we all noticed that drug problem callers tallied up to low percentages of problem types. (Our drug calls never got over 16%.)

Now, as any type of funding is getting tougher to find, Hotlines are being squeezed, bumped, or finessed by the professional establishment who are good at getting to the scarce money first, with proposals and "pull" or where Hotlines are being co-opted by the credentialed empire.

On one hand, many of the original Hotlines have folded due to many reasons. On the other hand, dozens of new Hotlines have sprung up all across the nation, often branching into singular or esoteric subject areas. We ought not to expect the Hotline movement to diminish, not by its own energy. I suspect it will continue as long as the "consumer clientele" (our callers) keep using us as their front line of crisis intervention assistance.

What I really expect is a growing challenge, pressure or even an attack on the Hotline movement, as the dollar squeeze forces alternative or street-serving agencies to give up or sell out.

Back to that original question. "How effective is Hotline?" We can get into a trap easily by trying to answer that question using "traditional standards of measurement" and attempting to please the establishment on their own terms. Some of us might try to be "more professional" than anybody else, just to get a slice of the funding pie. Or some of us might refuse to play "those statistical games" and risk being squeezed out. Either choice is less desirable, but more inevitable than ever before.

So, let's choose the toughest avenue of all--let's meet our own expectations, determined by our "consumer clientele," as best we can guess what our "callers" expect out of us. Hang the consequences. Maybe we can get away with it. Most of the establishment and its traditional agencies still shy away from the "street people" and sigh a great relief if someone else will "work with them." True, some traditional agencies are trying to look like "alternative agencies" and every big movement and agency is trying to get the few service dollars diverted to their pet needs. But by and large, from the Federal to the local level, government still doles out money to some alternative agencies to take care of the problems that are too vexing for government to deal with. And since Hotlines are consumer-oriented crisis intervention services (usually operating when some agencies went home to their soft beds and quiet weekends), maybe we can stay faithful to the lonely and distressed kids who call us, maybe we can work with them when no one else can or wants to, and then maybe we can be an effective voice as spokesman for their needs.

We've got to trim our sails again. The early, heady years of Hotline fads are over. We don't expect to last if we're not too sure of what we're doing. We shouldn't.

So, this Self-Evaluation Handbook is long overdue, but at last someone who cares about our Hotline service has worked with hundreds of us throughout the nation to give us our own self-developed guidelines for self-evaluation and monitoring.

I've wanted this handbook as my personal Road Map for guiding my uncertain and otherwise tentative steps at judging our own effectiveness back at our North Shore Hotline out on Long Island.

You might not have been at any of the International Hotline Conferences at Los Angeles (1970), Monterey (1971) or Minnesota (1972) or any of the local and regional conferences since then. One of the major subjects has always been ways to evaluate Hotline efforts. Every conference has seen a research institute offer to do research for Hotlines across the country. Maybe I was just paranoid at rip-off attempts for huge fees, but I gradually relaxed when I heard the gang at the University of Minnesota were getting a Federal grant to develop a non-threatening self-evaluation and developmental project. In turn, the project is almost done, and the project's gift to us is a simple notebook tool. Only you and your Hotline staff can tell whether it fulfills your needs.

I can endorse the overwhelming need for us, and us alone to judge our own efforts, even if we might be scared to look at our answers, assuming we were honest with ourselves during the process. Don't worry--it won't hurt much. And if it does, change or fade out! Farewell! But if you stick in there, fighting the winds of change, lack of money, pressure from Mental Health empires, and buttressed only by the lonely wail of people in crisis who need you, grow!

Gus Potter

A fellow listener

from "HOTLINE (Northeast Region)
Town Hall, 220 Plandome Road
Manhasset, N.Y. 11030

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PART I

GENERAL INTRODUCTION

Purpose: To introduce you to the Self-Evaluation Handbook.

Chapter: **Page:**

1. Program Self-Evaluation Method (SEM) 1
2. How To Use This Handbook 7
3. The Words Lists 9
4. The Questions Lists 14

PROGRAM SELF-EVALUATION METHOD (SEM)

What is this SEM Handbook?

This program Self-Evaluation Handbook describes a method which you can use to "self-evaluate" and to manage your program.

SEM (Self-Evaluation Method) is a sequence of steps which you can use to do a program self-evaluation. The method is also a process which can be used to administer or to manage your program.

The Handbook is composed of ten parts as you can see in the Table of Contents. These ten parts include the SEM; content about Hotlines and crisis center programs; examples from existing programs; suggestions on how to do some specific activities such as publicity; and a bibliography of articles and books which may be of interest to you.

This Handbook is a way of doing program self-evaluation and program management. It is also a view, a conception of program evaluation, and of the issues, problems and questions which we found staff to be thinking and doing something about.

"Why" this Handbook?

This Handbook is a response to those Hotline and Youth Crisis Center's staff who have asked for a guide-book for doing program evaluation.

Hotlines and Youth Crisis Center's staff work in agencies which are different in many ways from older human services agencies. The staff in these new agencies often believe in the value of client anonymity and in the value that the less bureaucratic the agency, the better it is for the client or caller. Many of these programs have a relatively small budget, few paid staff and many volunteers. Many of the programs alive three years ago are gone; many new programs are opening up every month.

Many staff in these programs are against what they see as the "academic," the "scientific," the overly rational ways in which program evaluation is done in other human services agencies. Many do not believe that they need evaluation or that their programs should be evaluated in any "formal" way, particularly by "outsiders."

Yet, many staff know that their program is accountable to others beyond themselves. The program is accountable to callers and clients; it is accountable to its board and to the larger community. Finally, the program is accountable to those who give funds, equipment and facilities.

Program evaluation is one way to meet the staff's desire to be accountable, as well as to meet the demands placed on programs by outsiders to prove or to show one's effectiveness. Accountability and effectiveness often go hand-in-hand.

To our knowledge, there are few evaluation methods which staff at Hotlines could use because of the very nature of the hotline service and the beliefs of the staff about caller anonymity.

Why this Handbook came to be? Because you asked for it, that's "why."

How the SEM Came to Be

You asked for evaluation guidelines in The Exchange newsletter for Hotlines and Crisis Centers and at national, regional and state meetings of hotlines.

We heard you!

A grant proposal to develop this Handbook was written to the National Institute of Mental Health in 1972. It was funded in 1974 for two years.

We had an idea about how a self-evaluation method could be developed. This idea was presented to three hotlines located near Minneapolis and St. Paul, Minnesota. Each agreed to participate.

We worked closely for one and one-half years with two Hotlines, one in a town near the Twin Cities and the other in an upper-middle class suburban area. The third Hotline is in Minneapolis and we worked closely with that staff for about nine months.

Working closely means that we presented our ideas about self-evaluation to the staff, director and board of the Hotlines and they agreed to work with us by implementing our ideas in their program. No one chose not to participate or to drop

The idea was simple: To work in groups with a cross section of Hotline people (paid staff, volunteers, board members) to define issues, problems or concerns about their program; then to proceed in a self-conscious way to figure out how to deal with the issue, problem or concern. Our job was to monitor this process by recording what was said and done; and then to pull out of these experiences the actual method used by the groups.

We then regularly reviewed these records so as to formalize them as a method of self-evaluation. The experiences of the different groups were compared to our reading in texts and journals. Several drafts of the SEM Handbook emerged from this exciting attempt to develop from the ground up a practical, valid approach.

These drafts were shared with local Hotline people in mini-conferences held for a day each at the University of Minnesota. Hotline people, project staff, select students and our consultant discussed issues, concerns and questions about Hotlines and about our project.

A late draft of SEM was presented to people from state and regional Hotline associations at a meeting called by National Youth Alternatives Project (NYAP) in Washington, D.C., January, 1976. Many useful ideas were offered to us and are in the Handbook.

The SEM Handbook came to be through the help given by Hotline people who wrote to us on their own or in response to articles written by project staff and published in The Exchange newsletter.

The Handbook "came to be" by our working together.

Some of Our Values, Parts of our Philosophy

The title "self-evaluation" is the clue to our values. We believe that people who provide helping services to youth and adults should be aware of the consequences of these services on those being offered help. We are aware that program monitoring and evaluation are very difficult to do, particularly at Hotlines. Yet, we believe that attempts must be made continuously to try to monitor and evaluate what staff do as they give service. Part of program self-evaluation flows from, but is not limited to, personal awareness and personal self-evaluation. We believe that a program is more than the sum of its staff; but that it cannot be better than its staff. Staff--PEOPLE--are crucial; and this is sometimes forgotten.

We believe in the individual's right to have services available and to freely choose to use or to reject these; but never to lose the right to services at another time because of an earlier choice not to look for or not to "accept" an offer of services or help.

We believe that research about people and services must be bounded and guided by principles of research ethics--whether the researcher is an outsider or an insider; whether the method used is SEM or any other book, technique or design.

What the SEM is

Your Trip

Your Truth

Your Evaluation

Your Book

Your Process

Your Values

What SEM is Not

SEM is not "the way to truth"

SEM is not personal self-analysis

SEM is not a "scientific" approach

SEM is not a book of answers

SEM is not easy to do

SEM is not complicated

SEM is not a process with a clear ending

SEM is not the only way to evaluate your program

SEM is not an encyclopedia

SEM is not value neutral

SEM is not basically a statistical method

SEM is not only for Hotlines and Crisis Centers

SEM is not a cookbook

Limitations of Self-Evaluation Method

1. The SEM is limited because it is program self-evaluation. Program staff, like most of us, are good at conning, bluffing and putting themselves on. To the extent that the SEM includes a wide range of program, administrative, board and community people, the better the chance that self-evaluation will be prevented from becoming self-delusion.

2. The SEM will not help you find "the truth" about your program. (Will any method?) Nor will it enable you to know for sure whether the findings you make are definitely caused by what you are doing. But you will know more about what you are doing and your reasons for doing it.

3. Because of the lack of a traditional evaluation design, many would argue that the SEM is not an evaluation method. Obviously, we disagree. This argument is not just an academic one; it is one which can affect how others accept your evaluation findings (See Technical Notes for our reasoning, Chapter 53. page 443).

HOW TO USE THIS HANDBOOK

The SEM Handbook is designed for use by staff and boards at Hotlines and youth crisis centers. It is a self-contained approach to program self-evaluation, and to topics which we think staff and board should be aware of as they do program evaluation.

It is also a Handbook for program monitoring--for keeping on top of the day-to-day life of your program.

And it is a handbook for thinking about, creating and modifying your program.

How to Use This Handbook

1. Look it over. We suggest that you begin by looking it over--by turning pages, reading, examining the drawings, hanging up the Road Map; in short, by getting a feel of the thing. Start anywhere and look at any page.

2. A Specific Topic. If you want to begin at a specific topic, you can find this topic three ways:

a) By using the Table of Contents.
b) By using the Word Lists.
c) By using the Question Lists.

Turn to the appropriate Part, Chapter and page and read the section you are interested in.

3. The SEM. If you want to begin with the SEM, turn to Part II, Chapters 5-13. Use the enclosed SEM Road Map too. Part II is the method part and is itself a self-contained section on how to do program monitoring and self-evaluation. We suggest that you read over this section and look at the MAP.

If you want to try out the SEM, you might use Part III, "Who shall we serve?," as the content to work with. It is to us a crucial topic for Hotlines and crisis centers.

4. Process and Content. As you work on monitoring and evaluation, it is likely that many ideas, issues and questions will come to mind. Some of these may be about "process" and others may be about "content." "Process" topics are "how to do it" items and "content" topics are knowledge and ideas about the program in its everyday world.

For process help, look at both Part II and at Part IX first, then look at the other parts. For content help, look at the content chapter which you are interested in and at other content chapters in that part of the Handbook; then look at content chapters in other parts of the Handbook. Not everything about each content area is in only one chapter because subjects overlap other subjects. For example, content about the phone call is found in 6 or 7 places depending upon what aspect of the call you're interested in.

5. The Handbook is meant to be used.

- We made the Handbook as a loose-leaf book so that you can move chapters around and redesign the text to be helpful to you.

- We color-coded the pages so that you can keep chapters together.

- We divided the Handbook into Parts and Chapters which are short so that you can get the essence of our ideas quickly.

- We layed out each page so that it is "airy"--"open and loose"--so that you can write and draw on the page. That is, so you can have a "dialogue" with us.

- We included drawings so that you can "see" our words and our ideas.

- We tried to include "you" so that you would use the Handbook.

THE WORDS LISTS

Purpose:

To present another way to find what you want in the Handbook.

These word lists are another kind of table of contents. Find the word(s) which are used to discuss and to write about the topic you are interested in. Then, check the page number above the section of words. Turn to that page. You will have found the Chapter with the content you want.

WORDS LIST

56
facts
information
categories
sorting
table
rates
divide

68
analyze
typical
expectations
numbers
predicting

75
serve
program
target group
services
values
facts
problems

109
process
movement
socialization
recruitment
screening
orientation
training
probation
on the line
in-service training
termination

112
volunteer
publicity
recruit
requirements
application
promotion
needs

118
select
criteria
requirements
acceptance
"weed out"
rejection
interview
questionnaire

128
preservice
expectations
rules
policies
introduction
explanation

134
educate
teach
practice
supervise
inform
develop
expected outcomes
purposes
aims
committee
experts
consultants
discussion
role-play
lecture

150
apprenticeship
probation
"on the job"
experiences
supervision
observe
evaluate

153
good listening
personal growth
effective
participation
responsibility
the call
cooperation

160
in-service
review
sharpening skills
checking
monitoring
re-training

162
termination
burn-out
promotion
leave-of-absence
infraction

167
board
chairperson
executive
director
organization
community
staff
functions
by-laws
power
agenda
board meeting
charter
credibility
nominating committee
advisory group
crisis
small group

183
manage
coordinate
responsibility
organize
represent
leadership
200
workers
staff
line
subordinates
supervisors
hierarchy
bureaucracy
efficiency
satisfaction
benefits
change
214
participation
management
change
power
groups
norms
disenfranchised
dilemma
2 28
effectiveness
funding
accountability
account
per capita
criteria
fixed costs
variable costs
benefits
resources
allocation
goals
value
ledger
checking account
savings account
cost
long term
price
money
utilization
239
grapevine
'in the know'
foundations
government
philanthopy
consulting girms
grants
credibility
needs
objectives
evaluation
testimonials
246
newspapers
t.v.
radio
posters
calling cards
brochure
pamphlet
visibility
funding
recruitment
bumper stickers
bus ads
271
evaluate
evaluation
facts
truth
the answer(s)
questions
judgement
criteria
outcomes
inputs
science
hard data
soft data
accountability
effectiveness
efficiency
ideology
goals
objectives
measures
measurable
goal achievement
assessment
goal-free evaluations
operations research
systems research
evaluation research
management by objectives
intuition
model(s)
design
goal attainment scaling
pre-tested instrument
administering a schedule
questionnaire
variable(s) (dependent, independent, intervening, pre-condition, consequent)
cost benefit analysis
flow chart
subsystems analysis
decision-tree
data
information
reliability
validity
interpretation
explanation
theory
evaluator
researcher
283
participant observation
unobtrusive measures
visual anthropology
situational analysis
critical incident technique

288
panel
attitudes
opinions
reputation
prestige
sample
survey
questionnaire
instrument
schedule
satisfaction
market research
community
interviews

299
coordination
agency integration
human services system
service subsystems
domains of service
agency interaction
organization interaction
organization-set
cooperation
the system
agency: agency exchanges
interorganizational relations
agency network
working with another agency
referrals
joint staff meetings
funding sources
information and referral service(s)
community information and referral service
health and welfare council
social control
continuity of care
social regulation
client follow-up
organizational prestige
linkages

308
the phone(s)
caller
listener
empathy
transaction
active listening
accurate feedback
responsibility
referral
crank
repeater
emergency
chronic
rap
genuine
confrontation
warmth
nonjudgmental
masturbator
crisis
hang-up
silence
feedback
communication
helping

350
call sheet
forms
data form
numbers
statistics
client sheet
intake sheet
face sheet

382
data
statistics
machines
sorting
programming
coding
procedures
equipment
break down
sequencing
keypunch
code cards
hand sort
fortran
input
output
algebra
compilation
consultant
memory
artithmetic
control unit
canned program

396
accountable
answerable to
responsible for
control
evaluation
community
proof

398
anonymous
anonymity
confidentiality
pseudonym
forms
records
follow-up study

403
community
group
neighborhood

405
consultant
consultation
technical assistance
expert
professional

409
decision(s)
making decisions
decision-making structure
deciding
judging
political structure
power (and sharing it)
authority
levels of decision-making
consequences of a decision
inputs to a decision
the process of decision-making
policy

415
need
want
problem
deficiency
motive
intent
cause
situation
fact(s)
have to
419
goals
objectives
measurement
planning

THE QUESTION LISTS

Purpose:

To present yet another way to find what you want in the Handbook.

These question lists are another kind of table of contents. Find the question(s) which are used to discuss and to write about the topic you are interested in. Then, check the page number above the question. Turn to that page. You will have found the Chapter with the content you want.

THE QUESTIONS LISTS

56
What facts do we need?
How can we compare different facts?
How do we display facts?
What is a rate?
How do we compute rates?
How do we display rates?

68
Is the data taken from a typical month?
How can we translate numbers to words?
How can we compare displays after doing an action program?

75
Who shall we serve?
Who do we serve?
Who needs service?
Who wants service?
What do we need to do?
What do we want to do?
What do they want us to do?

109
What is a Hotline volunteer?
How does a person become a member of Hotline
How do we evaluate the Hotline listener?

112
How many listeners do we need to answer the phones each month?
Who do we recruit as listeners?
Where do we recruit?
When do we recruit?
Who does the recruiting?
How effective are our recruitment efforts?

118
Does Hotline require that an application questionnaire be completed by recruits?
What are Hotline's basic volunteer requirements?
Does the Hotline have educational requirements?
What are the basic desirable characteristics for a Hotline listener?
How many recruits does Hotline "screen out?"

128
What are the rules and policies of Hotline?
What do recruits need to know about Hotline?
What are the expectations of Hotline recruits?
What does the Hotline staff expect of the recruits?

134
Who should be trained?
Who should train?
How should we train?
When should we train?
Where should we train?
What are our training goals?
How good is our training?

150

How well is the new volunteer doing?
How does he feel about being a Hotline volunteer?
Does the new volunteer show-up for his shift?
How many questions did the new volunteer ask?
How do other volunteers feel about the new volunteer?

153

Does the volunteer show up for his/her Hotline shift on time?
How does the Hotline volunteer interact with other volunteers and staff members?
Does the volunteer adequately handle the call with warmth, genuineness, and accurate empathy?
Is the volunteer responsible and dependable?

160

Should we have an in-service program for volunteers?
How often should in-service sessions be held?
What kinds of materials and information should we present at in-service programs?
Do our volunteers need in-service training?
Do our volunteers want in-service training?

162

How does a volunteer leave a Hotline?
When should a volunteer leave?
Why does a volunteer leave?
Can the staff ask a volunteer to leave Hotline?

167

Who runs the organization?
Does the director of the organization have an impact on the board's role?
How does the board view the director?
How does the director interpret the board's decisions?
Who serves on the Board?
Who selects the Board Members?
Is there any optimal composition of Board Members in terms of their affiliations?
What qualities should the Chairperson of the Board possess?
Should staff be on the Board?
What are the functions of the board?

183

What does the Hotline director do?
What problems will a director encounter?
What skills does a Hotline director need?

200

What is hierarchical management?
Is a hierarchy (bureaucracy) an effective way to run an organization?
What could be done to increase worker morale?
What is participatory management?
Does everyone want to participate?
What's in it for management?
Are the benefits of participatory management worth the increased costs?
What value issues are involved?
Are there models for implementing such a plan?
What are the organizational consequences of the new program?

214

Can an organization change without (its) members changing?
Does the organization's purpose have any effect on individual values?
Will individual values and personal values always be the same?
Are there any "built-in" organizational identity crises at Hotlines?
Can organizations in dilemma grow?

228

What criteria will the funding sources use?
What level of activity will the funding sources consider acceptable?
What can be done honestly to make the organizational measures look better?
How much does a phone call cost?
Which costs are relevant to the phone call?
How can fixed costs be explained?
Are costs related to community needs?
What about effectiveness in terms of actual community results?
Should we ignore benefits then?
Can the accounting procedures be changed to make it easier to do funding reports?
How much money should we spend on each activity?
Is there anything to be aware of in terms of finances?

239

How can we locate sources of funding?
How do we write a proposal?
Do we always have to write a proposal in order to get money?
Should we take government drug money for our Hotline?
Do we have the facts we need to "document" our program?
Do we have the facts we need to "prove" that we are doing the job?
Can we state our values (clearly) in our request for funds?
How can we locate sources of funding?

246

Why do Hotlines need publicity?
What do Hotlines publicize?
What is the purpose of the publicity?
What is the target population toward which the publicity will be directed?
Where to publicize?
When to publicize?
How can we evaluate Hotline publicity efforts?
Are the new callers in the same age and sex categories as those of the target group toward which the publicity was directed?
For volunteer recruitment purposes, which technicques had the best response?
Are the calls coming from the population groups and geographic areas designated as the target areas toward which the publicity was directed?
Is the content of the calls meaningful or "heavy" as opposed to the crank or nuisance type?

271

Are we doing a good job?
Is hotline effective?
How can I (we) evaluate this program?
What is the best way to evaluate?
What statistics should I use?
What instrument should I use to evaluate the training?
How do I choose a sample?
What should we evaluate?
What's a good program?
What is a good evaluation model?

288

Are callers satisfied with our service?
What are community attitudes toward us?
Do people know we're here?
What is our reputation?
What do they think about us?
What does the community think?

299

Are we part of the system?
How can we become part of the system?
How can we avoid becoming part of the system?
Are our referrals effective?
Do our referrals "take?"
How can we work together with other agencies?
Is there a youth service system in this community?
If we work cooperatively with them, will they take us over?
Who runs the (service) system in this town?
Why don't agencies work together?
Is there always this much duplication of services?

308

What usually happens during a typical phone call?
Who calls Hotline?
When do people call Hotline?
How effectively do listeners handle calls?
Why do people call?
Do listeners make good referrals?
What are nuisance calls?
How do the listeners deal with difficult callers?
How does the listener feel: a) during a nuisance call? b) after a nuisance call?

350

Why have information forms?
Who uses the information?

382

Will computer analysis be helpful?
Is the data too complicated to figure out using paper and pencil?
Can a computer expert analyze our information more quickly than we can?
What is a computer?
Are there simple computers?
What is a computer program?
Where do I find a computer?
How much does computer help cost?
How do I decide whether to do the numbers by hand or by computer?

396

Who are we accountable to?
What are we accountable for?
To whom do we have responsibility for what?
Is accountability a way for them to control us?
Is accountability a way for us to control ourselves?
Does accountability have anything to do with "control?"
What is the connection between accountability and evaluation?

398
How can we follow-up callers who are anonymous?
Can you evaluate a program if you don't know who are the clients?
Should we ask callers their names?

403
Where is our community?
Who is our community?
Are we a community?

405
When might we use a consultant?
How do we evaluate the consultant?
What can a consultant give to us?
Who are our consultants?
How much do consultants cost?
How can we get a consultant?

409
We must decide about ______________________.
This requires a decision; who should decide that?
I want to participate in that decision!
This hotline is elitist!
The people should decide!

415
Who shall we serve?

419
What are our program goals?
What are our personal goals?
What should be our program goals?
How can we measure whether we have achieved our goals?

PART II

PROGRAM SELF-EVALUATION METHOD

Purpose: To present the tools, techniques, and approaches for doing program self-evaluation.

Chapter: **Page:**

5. Warming Up To Evaluation 20
6. Grounding Sheet 24
7. How Do You Ask A Good Question? 27
8. SEM – Antic Mixer Machine 32
9. Step By Step Guide For The Self-Evaluation Method (SEM) 36
10. Facts Checklists; Values/Beliefs Checklists 48
11. Guessing At The Answer (Fantasy Trip) 53
12. Displaying The Facts 56
13. Facts Analysis 68

WARMING UP TO EVALUATION

Purpose:

To help staff get ready to do program evaluation.

> Welcome, O life! I go to encounter for the millionth time the reality of experience and to forge in the smithy of my soul the uncreated conscience of my race.
>
> James Joyce

Many people get uptight or turn-off when they hear the word "evaluation". It's a scary word for some people because it means to them something "cold, intellectual and unfeeling." To them it has a connotation opposite to that of a warm, feeling and helping relationship which they try to develop on the Hotline or in the crisis center.

Because of these connotations and the turn-offs which follow when the word "evaluation" is used, it may be good to do some warm-up exercises to help people get comfortable with the word "evaluation".

At different meetings held to develop and to discuss SEM, Hotline people suggested some warm-up exercises. Here are some of these:

-Spend time (1-2 hours) before beginning SEM talking about one's feelings and thoughts when the word "evaluation" is mentioned. Seek to help people clarify for themselves and together as a group "where they're at" with evaluation.

-Spend some time talking about the similarities and differences between personal self-evaluation and program self-evaluation.

-What follows was sent by Bob Carlton, Michigan Association of Crisis Services.

Evaluation!! A very ominous word. A very powerful concept. How do you feel when you hear someone ask, "What do you do in the way of evaluation?" I usually feel threatened. The inquirer's hidden message is "How do you know that what you're doing is any good?" We all hope that we are doing some good for the people we serve. Maybe there are some ways that we can get closer to being able to say, "We are doing all we can to find out what good we are accomplishing."

As helping people we understand the profound effect that our affective domain (feelings) has upon our behavior, values and attitudes. It would be hasty for us to rush into trying to learn about or implement evaluation strategies and designs without first considering how we feel about the whole issue. The beginnings of a workshop or a planning process for a program would be well served by some frank discussions and owning of feelings concerning evaluation. The elimination of this procedure may well lead to some surprising roadblocks and self-defeating behaviors.

Affective issues that can have an impact on how well you learn about or implement evaluation include but are not limited to the following examples.

Feeling	Source	Possible Effect
threatened	complexity	defeatist attitude
scared	of discovering weaknesses through evaluation	distracted attention or distortion of data
resentment and anger	big brother checking you out.	negative energy may cause you to forget some details leading to self-fulfilling prophecy about big brother getting you
embarrassed	to be associated with this "straight administrative stuff"	low-level of commitment
discouraged and frustrated	past evaluation experiences - anticipation of resistance from other staff	giving-up without really trying

Let us not be misunderstood. The message is not that one should not have such feelings. On the contrary we expect that many people will be experiencing these or other feelings about evaluation. The danger is that we may not take the time to own our feelings. The owning process helps us understand and gain more control of our feelings toward evaluation and the possible roadblocks that could be encountered. This new information will allow us to prepare our evaluation strategies fully aware of the affective impact on our performance.

PERMEABLE MEMBRANES

I am Me
Here is Youth Emergency Service (YES)
Here is Me
I am YES, No?

I exist
YES exists
YES will close
Will I cease to exist?

GROUNDING SHEET

Purpose:

To present the idea of grounding and to explain how to do it.

The first step going through the SEM-Antic Mixer Machine is to "ground" yourself in the problem, question and experience that you (or the group) want to resolve.

The grounding exercise is the experience of going quickly from abstract, complex issues to concrete basic questions which can be easily answered. These concrete questions will then be further refined in the Question Overlay Chamber--later.

The first thing to do, then, is to list 3-5 abstract issues regarding any program subject.

For Example:

Program Subject: Volunteers

The most important abstract issues concerning volunteers are:

1. Burn-out
2. Training
3. Evaluation

Now, make several statements about each issue based on things you have observed in the past or choose one issue at a time and make statements about it from what you've observed in the past. The statements can also be about expectations or feelings you have about each issue.

For Example:

1. Burn-out
    a. Burn-outs are generally younger volunteers.
    b. I can't predict who's going to burn-out in training because...
    c. Volunteers on the evening shift burn-out faster.
2. Training
    a.
    b.
    c.
3. Evaluation
    a.
    b.
    c.

Continue the process until you are ready to form questions.

Questions

1. Burn-out
    a. Are burn-outs generally younger volunteers?
    b. Can potential burn-outs be screened by certain criteria?
    c. Do volunteers on the night shift burn-out faster than those on the day shift?

Questions (Cont.)

2. Training
   a.
   b.
   c.
3. Evaluation
   a.
   b.
   c.

The questions you form are based on your observations, feelings, expectations.

STOP

Go to Chapter 7, "How Do You Ask a Good Question?" page 27.

Do you have good questions?

HOW DO YOU ASK A GOOD QUESTION?

Purpose:

In this section we present some notion about "asking questions." SEM works best when you have "good" questions.

We have listened to your questions about Hotlines and crisis centers, we have read other people's questions and we have written and discussed our own questions. From these experiences, we make the following distinctions: Commonsense Questions and Research Questions; good questions and bad questions. These four items are put into a table:

	Commonsense Questions	Research Questions
Good Questions	1	3
Bad Questions	2	4

Example of "1", Good Commonsense Questions
"Were we busy last night?"

Example of "2", Bad Commonsense Question
"How did it go last night?"

Example of "3", Good Research Question
"How many calls did we get last night on the 8-12 P.M. shift, excluding "hangups?"

Example of "4", Bad Research Question

See Payne in Bibliography.

"How many volunteers and paid staff answered the three phones last night and how many calls did each take, excluding "hang-ups?"

As you think about these questions, you will probably recognize that some questions are unclear -- these would be very hard to answer. These questions are unclear for one or more of several reasons:

- not specific enough

e.g. "busy"; how did it go" "last night"; etc.

and/or - too complex

e.g. Example #4 is complex

We think that a "good" question for SEM is:

- a "tight question, one in which each word is "clear" and specific.
- one which does NOT begin with the word "why". There are many reasons for this.
- one which is relatively short, not too many words, 8-15 words at most.
- one which ends with a "?"

See MacIver in Bibliography; and Technical Notes to SEM, Chapter 53, page 443.

A commonsense question is an everyday question, one without frills, one which you or I would ask as we go about our lives. A research question is a more technical statement of the commonsense question or a question which is derived from "theory".

A good question - either commonsense or research - is clear and specific and simple. A bad question can't have a good answer; while a good question can have a bad answer or a good answer (this is an old proverb we just made up!)

Let's take an example:

Question: "Who (m) do we serve?

e.g. "Who (m)	Do	We	Serve?"	(When)	(How)
what people	-	operators	on the phone	6/74-6/75	by talking
of what age	-	speaker's bureau	in person	last Tuesday	listening
of what sex	-	board	-	on the average	by going somewhere with
with what troubles	-	-	-	-	-
etc.	-	-	-	-	-

List the questions you have written using this approach. Notice that the question was made relatively "tight" by adding specifics to it. The question can be made even tighter:

e.g. "Who (m)	Do	We	Serve?"	(When)	(How)
-	-	volunteer listeners (or)	-	Mondays	-
-	-	young volunteer listeners (or)	-	-	-
-	-	volunteer listeners on etc.	-	8-12 P.M. shift, etc.	-

The process of asking questions, tightening these up, rephrasing them, "grounding" them to specific, "touchable" things, etc., is central to SEM. It is a process of becoming clear about what you want to know; this is a basic step in any evaluation process.

The basic process of question tightening is found throughout SEM.

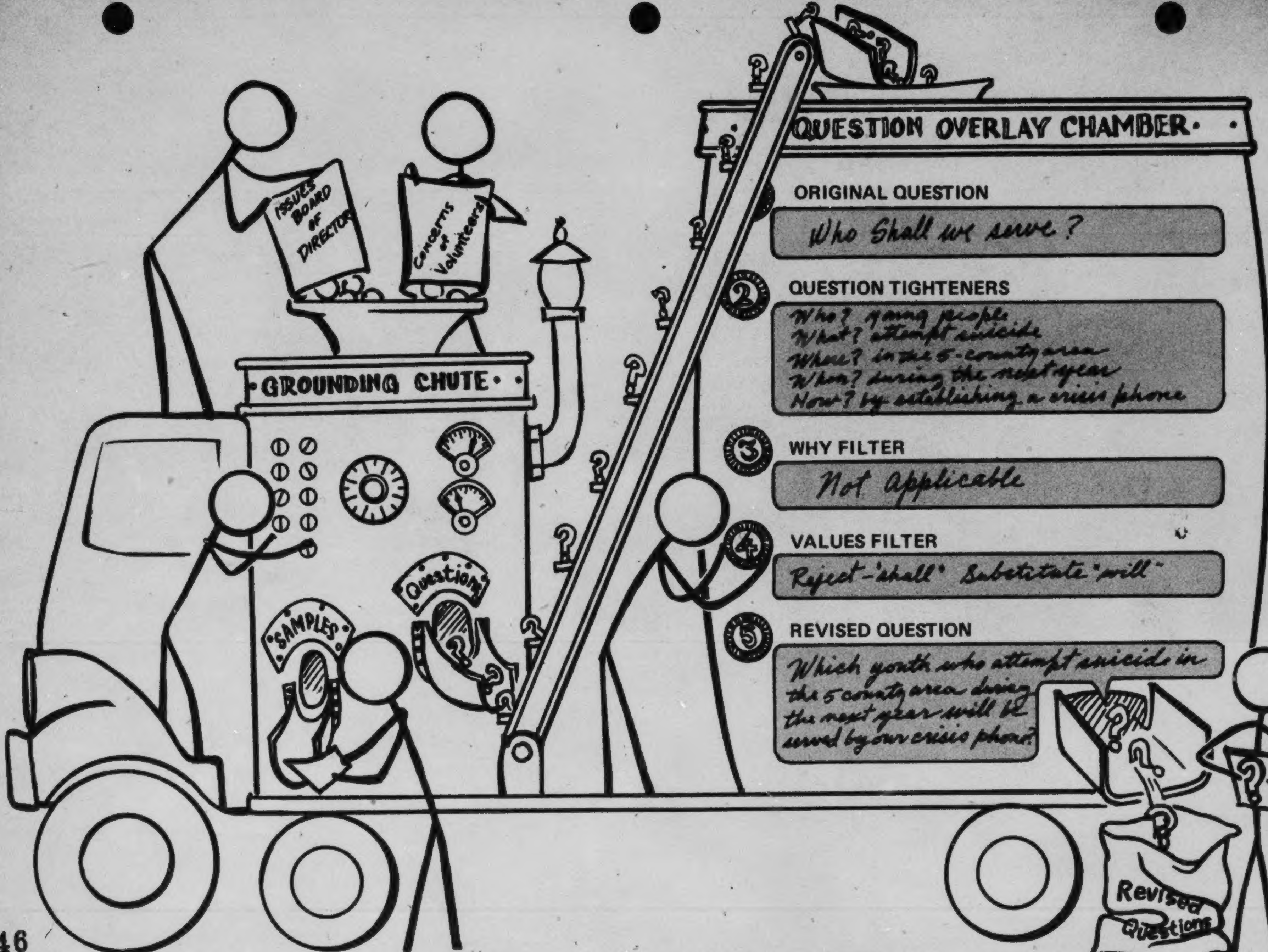
See Chapter 49 on Needs, Wants and Problems, page 415.

SEM is oriented to Questions, not to problems. This orientation follows from: (1) our definition of "problem", (2) from our belief that a question is an easier way to get a focus on what you want to know or want to do; and (3) "question asking" and "question answering" brings SEM close to the process of research and evaluation, while "problem identification" and "problem solution" brings one too far over into a management view of a program.

For a great book see The Universal Traveler (Koberg and Bagnall in Bibliography).

There is a word list in each of the chapters too. But we came up with the idea on our own!

This orientation to questions is the reason why a list of words and a list of questions is at the beginning of every chapter.


ISSUES BOARD OF DIRECTOR
Concerns of Volunteers
GROUNDING CHUTE
SAMPLES
Question
QUESTION OVERLAY CHAMBER
Revised Questions

① ORIGINAL QUESTION

Who Shall we serve?

② QUESTION TIGHTENERS

Who? young people
What? attempt suicide
Where? in the 5-county area
When? during the next year
How? by establishing a crisis phone

③ WHY FILTER

Not applicable

④ VALUES FILTER

Reject "shall" Substitute "will"

⑤ REVISED QUESTION

Which youth who attempt suicide in the 5 county area during the next year will be served by our crisis phone?

SEM-ANTIC MIXER

SEM - ANTIC MIXER MACHINE

Purpose:

To introduce our invention "The SEM-Antic Mixer" and to tell how it works.

The SEM-Antic Mixer is a place in which ideas, notions, concerns, words and questions are "mixed" and filtered so that these come out of the machine as answerable questions. These questions then are put into the toll booth at the beginning of the SEM Road Map; then, you're on your trip! The trip is program self-evaluation.

Of course, its the Self-Evaluation Method-antic(s) (as in playful mixer).

The SEM-Antic Mixer has many dials and gizmos on it. The most important ones are the Question Overlay Chamber. The Overlay has five spaces.

1. Original Question

2. Question Tighteners

Who?:	
What?:	
Where?:	
When?:	
How?:	
?:	
?:	

3. "Why" Filter:

4. Values Filter:

5. Revised Question:

The Step-By-Step Instructions tell more about the SEM-Antic Mixer.

STEPS

See Example on Mixer and another which follows.

Why? See: Technical Notes to SEM, Chapter 53, page 443.

See Facts Checklist, page 49 and Values Checklist page 52.

Write down your original question. Then use at least the five question tighteners to SPECIFY your question. Then use the "why filter" to take out the word "why" if it is in your question. Next, use the "value filter" to take out values terms. Then write down your revised questions. Finally (!), choose one (or more) of these for your trip.

- CRUCIAL - CRUCIAL - CRUCIAL - CRUCIAL - CRUCIAL

e.g., put questions in priority order.

1. You will likely write more than one revised question. That's fine. Talk about the questions with others, think about it; then choose one question to work on.

2. We found that the "who, what, where, when, how" question tighteners get used in many different ways for every one question; e.g., there may be 2 or 3 "who" answers in a question. That's fine!

3. We also found that we and others revised and revised and revised the question, each time moving from a revised question to the question tighteners, back to a revised question, and so on.

You can use the Question Overlay Chamber to develop managerial questions; OR: evaluative questions; or both types of questions.

Managerial question:

e.g., "Who will supervise...?;" "who will do...?"

Evaluative question:

e.g., "How effective is...?;" "Can we predict...?"

And many sub-types of each.

HAVE FUN!

HAVE FUN!

QUICK-REFERENCE CHECKLIST

Key Issues	Questions to Ask
I. He isn't doing what he should be doing. I think I've got a training problem.	
1. What is the performance discrepancy?	Why do I think there is a training problem? What is the difference between what is being done and what is supposed to be done? What is the event that causes me to say things aren't right? Why am I dissatisfied?
2. Is it important?	Why is the discrepancy important? What would happen if I left the discrepancy alone? Could doing something to resolve the discrepancy have any worthwhile result?
3. Is it a skill deficiency?	Could he do it if he really had to? Could he do it if his life depended on it? Are his present skills adequate for the desired performance?

From: Mager & Pipe, Analyzing Performance Problems, p. 101. See Bibliography.

STEP BY STEP GUIDE
FOR
THE SELF-EVALUATION METHOD (SEM)

See Page 31 for the SEM-Antic Mixer.

BLOCK 1: BEGIN USING THE SEM-ANTIC MIXER MACHINE

-Think of your program as made up of many sacks of things--staff, chairs, phones, money, meetings, etc. Pick one sack to work with e.g., volunteers.

-Pour the contents of the sack into the Grounding Chute on the SEM-Antic Mixer Machine.

See Page 31.

See Page 24.

- Turn the dials on the Grounding Chute following the directions on the Grounding Sheet.

- Wait; then take test samples of five abstract issues following the directions on the Grounding Sheet.

- After completing the grounding cycle, take the questions which finally come out of the Grounding Chute and decide on one question which you want to work on.

Write question on a piece of paper along side of Box 1 on the Question-Overlay Chamber.

- Take this one question and put it into the Question-Overlay Chamber of the SEM-Antic Mixer.

Box 2 on Question-Overlay Chamber

- Turn the "dials" on the Question-Overlay Chamber. This is the process of tightening-up your question.

Box 3 on Overlay Chamber
See e.g., MacIver in Bibliography. This is a technical issue of whether "why" questions can be answered in SEM. The issue is found in the literature on the philosophy of social science--if you want to pursue this point. Sorry about that!

- Check the question to make sure that it does not begin with the word "why." If it does begin with "why," REJECT QUESTION; and reword question so that it begins with another word.

Box 4 on Overlay Chamber

e.g., "How many volunteers," "which calls," etc.

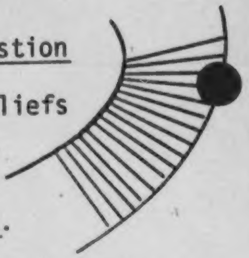
- Put your question in the Values Filter. Look again at the question. Underline each word in the sentence which refers to a "fact." Circle each word in the sentence which refers to a value or belief.

Use Facts Checklists page 49.
Use Values Checklist page 52.

- Make two separate lists, for the underlined words and the circled words.

See SEM Road Map Instructions, Block 8, page 39.

- Take the circled words out of your question at this point; and save these values and beliefs for the Values Bridges on the SEM Road Map.



Box 5 on Overlay Chamber

Fantasy Trip: See Guessing at the Answer page 53.

- Write your acceptable Revised Question. This Revised Question can now be used to get you through the toll booth and "on the road" of the self-evaluation trip.

- Drive the Mixer to Block 2.

BLOCK 2: TOLL BOOTH INSERT QUESTION

- Insert the Revised Question in the toll booth.

- PROCEED on the program self-evaluation trip.

- Move to Block 3.

BLOCK 3: ASK: DO YOU HAVE THE FACTS?

See Facts Checklists, pages 49 and 50.

- Use Facts Checklists to be sure about what facts you have already or will need to get in order to answer the question.

- Move to Block 4

BLOCK 4: DECIDE: ABOUT THE FACTS

CAUTION - Observe "Go Slow" sign.

- Decide whether you already have these necessary facts.

IF: You don't know THEN: Follow the DON'T KNOW loop.

Rethink

Discuss

DECIDE: Do or don't

IF: You don't have these facts THEN: Follow the NO loop.

Get them

See Facts Checklists, pages 49 and 50.

Use Facts Checklists

Use your record forms

Move to Block 5

IF: You do have the facts THEN: Move to Block 5

BLOCK 5: FACTS DISPLAY

See Chapter Displaying the Facts, page 56.

- Display these facts.

- Move to Block 6

BLOCK 6: FACTS ANALYSIS

Again, See Chapter 13 Facts Analysis page 68.

- Analyze these facts
- Move to Block 7

BLOCK 7: TENTATIVE ANSWERS

See explanation in Chapter 13, Facts Analysis, page 68.

NOTE: Some people may disagree with the answers; you may want to work out a way to handle this, e.g., keep talking, include their answers, majority rule, get consensus, etc.

SEE: Text, "On Interpretation," page 72.

- Write down the tentative answers to the questions using the facts.
- Move to Block 8

BLOCK 8: DECIDE: CAN I (WE) LIVE WITH THIS ANSWER?

- For each tentative answer, ask yourself the question: "Can I (we) live with this particular situation?"

PIT STOP: PRESSURE CHECK

Release feelings, anxieties, tensions (See Warming Up to Evaluation, page 20) Catch your breath and move on!

IF: You answer "yes, I (we) can live with the answer."

THEN: Take the Expressway off the main road.

Pick another issue and begin the whole process over.

Or pick another question which has already been through the SEM-Antic Mixer.

If you take the Expressway, you have completed the first entire cycle of this question. You can choose to continue to monitor this.

IF: You answer "Don't Know, whether I (we) can live with this answer."

THEN: Take the Scenic Detour.

Stay on the Detour until you have decided on an answer.

Then answer "Yes" or "No" and follow those routes, e.g., Expressway or Block 9.

IF: You answer "No, I (we) can't live with the answer."

THEN: Ask "what are I (we) going to do about it?"

- Move to Block 9.

REDUCE SPEED: Look at the SEM Road Map. See the Legend. You can see that you must cross a Values Bridge after each answer, whether Yes, Don't Know, or No, before getting to Block 9.

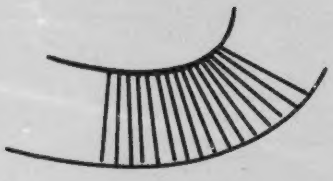
See Values Checklist page 52.

You must ask:

IF: Yes--Why So?

IF: Don't Know--Why?

IF: No--Why Not?



The Values Bridge clarifies your "values-in-action," i.e., your values and beliefs which are expressed in your decisions and your reasons for deciding a particular way.

"I (we) can live with answer because..."
or
"I (we) can't live the answer because..."

BLOCK 9: ASK: WHAT DO YOU WANT THE SITUATION TO BE?

See Fantasy Trip, page 53.

This is a process of writing down your "objectives-in-action."

You could: make a list, write a description, create a scenerio, etc.

Your answer(s) will reflect the values and beliefs you just used to cross the Values Bridge.

- Write down your answers to the following questions:

  "What would you like the answer to be?"

  "What would you like the situation (or the facts) to be?"

- Move to Block 10

BLOCK 10: ASK: WHAT CAN I (WE) DO?

- Make a list of answers, again.

IF: You can do nothing THEN: STOP! At Dead End Wall

You can't do anything or you can't write even one thing.

IF: You don't know THEN: Take Scenic Detour

You're not sure of what you can do or want to do.

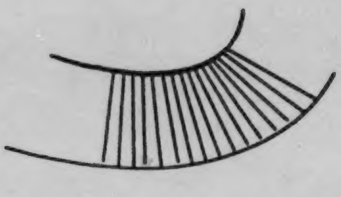
Stay on the Detour until you have decided on an answer.

Then answer "nothing" or "something" and follow these routes, e.g., Dead End Wall or Block 11.

IF: You can do something THEN: Take your list and move to Block 11.

You have listed what you can do and want to do.

REDUCE SPEED: You need to cross another Values Bridge to get to the next step.



BLOCK 11: HOW TO DO IT!

- Make a list of possible and practical actions.

You are now beginning the "action-planning" phase of the trip.

- Design a step by step action plan.
- Move to Block 12.

BLOCK 12: ACTION PLAN: CONSEQUENCES

- *Decide* the possible and practical *actions* you can do (or) want to do in order to get the facts and situation to be what you want it to be.

Use a separate sheet of paper.

- Write these on the Action Billboard.
- Make a list of possible *consequences* for each possible, practical action posted on the Action Billboard.

This step defines your "action-hypothesis"--your "hypotheses-in-action." These are statements about what you think is likely to happen *if* you do the action.

- Write down what you think the facts and the situation will become *if* you do the action.

CAUTION! Careful now! You are crossing Hypothesis Gap.

- Move to Block 13.

BLOCK 13: DECIDE PRIORITIES

- Decide the priority of each possible, practical action and/or action plans.

- Develop Action Plan Priority List.

Ask "Which of these actions (programs, services) should we do?"

NOTE: The question can be asked in other ways too. Try to answer each of these questions to find out which question works best for you:

- Which of these objectives should I (we) want to work on?
- Which of these action-hypotheses should I (we) work on?
- Which of these situations should I (we) try to change?

Value words are now included in the question(s) because they are in the plan, the hypotheses and the action.

- Move to Block 14.

BLOCK 14: DECIDE ON ACTION(S)

- Choose to do one (or more) action(s) from the Action Plan Priority List.

- Move to Block 15.

BLOCK 15: DO ACTION PROGRAM

- Do it!

- Move to Block 16.

BLOCK 16: PROGRAM MONITORING

- Continue to collect facts while doing your action program

This is called "program monitoring"

- Move to Block 17.

BLOCK 17: ASK: HAVE THINGS CHANGED?

Have your actions caused change?

- Use the facts you're collecting to check whether the situation has changed.
- Move to Block 18.

BLOCK 18: FACTS DISPLAY AND ANALYSIS

See Chapter 12, Displaying the Facts, page 56.

See Chapter 13, Facts Analysis, page 68.

- Display the old facts.
- Display the new facts.
- Analyze these facts.

Note: The Service Road A consultant can help here too. Many people use the side road and go to Comparisonville to do this step. See experts there.

- Move to Block 19.

BLOCK 19: TENTATIVE CONCLUSIONS

- Decide if the facts or the situation have changed?

This can be decided using common-sense (e.g., jump in # of calls from 10/day to 50/day) and/or this can be decided using statistical techniques. For these see Chapter 13, Facts Analysis, page 68, Bibliography and/or using a consultant (Chapter 46).

IF: You are uncertain THEN: Take the "Change Uncertain" route.

Rethink

Discuss

Make a decision

e.g., "Change" or "No Change"

- Move to Block 20.

IF: There is a change THEN: Move to Block 20

IF: There is no change THEN: Move to Block 20

BLOCK 20: DECIDE: CAN I (WE) LIVE WITH THIS ANSWER?

IF: You answer "Yes" THEN: Take the Expressway off the main road and either:

Pick another question and BEGIN AGAIN

Or EXIT-- You're done.

IF: You answer "Don't Know" THEN: Take the Scenic Detour

Rethink

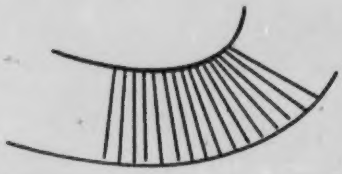
Discuss

Decide: "Yes" or "No" and follow those routes, e.g., Expressway or Block 21.

IF: You answer "No" THEN: Ask "What are I (we) going to do about it?"

- Move to Block 21.

REDUCE SPEED: You're crossing a Values Bridge



Pop those values again!

See Values Bridge in this Chapter, page 40.

Values Checklist, page 52.

BLOCK 21: ASK: WHAT CAN I (WE) DO NOW?

- Decide what comes next:

IF: You choose the Same Action THEN: Take the Same Action Loop Drive to Block 15.

GO SLOW!

ROUGH ROAD AHEAD

Move to Block 16 and Continue.

IF: You choose a New Action THEN: Take New Action Speedway to Block 10 and Continue.

IF: You answer "Don't Know" THEN: Take Scenic Detour

I (we) are just plain confused.

Angry, Doubtful, etc.

Rethink

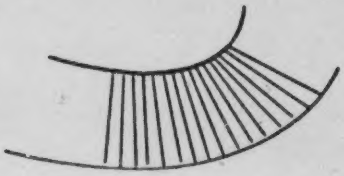
Discuss

Decide

e.g., Same Action, New Action, Nothing.

IF: You answer "Nothing" THEN: STOP! at Dead End Wall

REDUCE SPEED: You're again crossing a Values Bridge. See Road Map Legend.



Remember: "Rome wasn't built in a day!"

NOTE: Regardless of the routes you may choose,

i.e., Same Action Loop Drive,

New Action Speedway

Scenic Detour

Dead End Wall

You need to WRITE TRIP REPORTS

Before you call, write.

Send a postcard to the family.

Send a memo.

Use a discussion group.

- Write a report of your results and experiences for yourselves
  - the staff
  - funding agencies
  - etc.
  - FEEDBACK

- And On and On

THE TRIP IS OVER; YET IT HAS JUST BEGUN.

See Chapter On Evaluation. If it is not fun, it sure is necessary.

- Program monitoring and evaluation is a process.

IT IS FUN!

FACTS CHECKLISTS; VALUES/BELIEFS CHECKLISTS

Purpose:

To present the Checklists necessary for the SEM.

Facts

The SEM approach requires that you use "facts" to answer your question(s). Some Hotlines have the facts necessary to answer many of their questions; most Hotlines don't collect or keep the facts that the staff will need.

And to what extent?

As you proceed on the SEM Road Map, you will have to decide whether or not you have the facts you will need. The following three FACTS CHECKLISTS can help you to decide and to figure out what facts you will need.

It has become too easy to
see that luckless
men of the past lived by
mistaken, even absurd
beliefs; so we may fail
in a decent respect for
them, and forget that the
historians of the future
will point out that we
too lived by myths.

Muller

FACTS CHECKLIST #1

I want/need facts about:

There are many ways to categorize "facts," e.g., descriptive facts, analysis facts, comparison facts, etc.

People	"Things"	"Relations" between (among) people; things; people & things
e.g. volunteers	calls	volunteers who have received crank calls
e.g. Board	referrals	# of calls & # of referrals made.

FACTS CHECKLIST #2: FACTS ABOUT PEOPLE

Facts Used To Describe People	Facts Used To Describe Peoples' Service Needs/Wants	Facts Used To Describe Service To/With People
e.g.	e.g.	e.g.
Number of people	sick, attempting suicide, etc.	who used suicide line
Age of people		
Sex of people		
Race		
Income		
Occupation		
Height		
Weight		
Neighborhood		
Etc.		

FACTS CHECKLIST #3: "WHERE ARE THE FACTS"

FACTS WE NEED/WANT:

SOME QUESTIONS

	Do I (we) have this fact?	Where is it? (Who has it?)	Where did we get it?	Do we still collect it?	Etc.	Etc.
1. e.g., callers' age	yes	on call sheets	asked callers	yes		
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Values/Beliefs

- as parts of "agency culture"

See: Technical Notes to SEM, page 443.

SEM is an approach in which staff and organizational values and beliefs are made explicit and are used consciously for program monitoring and evaluation.

But these values and beliefs do not belong in the question which comes out of the SEM-Antic Mixer. Instead, these will be used as you make decisions throughout the monitoring and evaluation.

Remember: Step-by-Step Instructions to SEM tell how to use these lists.

To sensitize you to your (and the agency's) values and beliefs about people, services, programs and the like, two short checklists are presented.

Use these to check your question in the SEM-Antic Mixer (the Values/Beliefs Filter). And use these to stimulate your own thinking and discussion about the values and beliefs of the program.

Note: It is easier sometimes to figure out and discuss these if you have a specific, concrete situation to focus on.

Important Note: Words have different meanings and connotations to different people in different settings. Some "fact" words in the everyday world are "value/belief" words at Hotlines and crisis centers.

VALUES AND BELIEFS CHECKLIST #1

"Pure" Values and Beliefs Words (found at Hotlines and Crisis Centers):

- good
- bad
- should
- irresponsible (volunteers)
- ought
- best

VALUES AND BELIEFS CHECKLIST #2

"Mixed" Facts and Values and Beliefs Words (found at Hotlines and Crisis Centers)

- effective
- inefficient
- empathetic
- giving person
- helping person
- responsible volunteers
- high quality
- consistent
- leader
- change

GUESSING AT THE ANSWER (FANTASY TRIP)

Purpose:

To provide an approach to question answering which can be used with SEM.

Oh, no!! Yes, that's right, answer it.

Look (again) at the question which you take out of the SEM-Antic Mixer. Think about what the answer will "look like" or what the answer will be. ANSWER THE QUESTION--

Reasons for Your Answer

Why? Woops!

We're trying to find a way to tap your practice wisdom, your hunches and guesses.

Think about "why" you think the answer will be like you think it will be. Write down these reasons; think about them, talk to others about them; and then put them aside. Go on with SEM. Later, when you have answered your question, look back at the answer(s) you wrote when you "guessed."

The following list of answers are presented as a way (a) to think about your guess at the answer and (b) to examine the actual answer(s) to the question which you will get while doing SEM.

TYPES OF ANSWERS	POSSIBLE ANSWERS
Straight-Forward Answer	Set 1: I believe that the answer is ______________. The facts "say" that the answer is _________.

	Set 2:
An answer which may be Factual or a just plain Disagreement or just an Obstinate person.	The answer should be _____________________.
	Set 3:
Interpretation of Facts.	I believe that the facts mean _____________.
	Set 4:
Critique of Answer	We really didn't answer the question because ______________________. I didn't have enough facts to answer the question because __________.
	Set 5:
Forms of Disagreement	That's a dumb answer because ______________. No one can answer that question because _______ ________________________.

Without Delphi, Greek society could scarcely have endured the tensions to which it was subjected in the Archaic Age. The crushing sense of human ignorance and human insecurity, the dread of divine phthonos, the dread of miasma--the accumulated burden of these things would have been unendurable without the assurance which such an omniscient divine counsellor could give, the assurance that behind the seeming chaos there was knowledge and purpose.

DISPLAYING THE FACTS

Purpose:

To present a method of displaying facts.

Words	Questions
facts	What facts do we need?
information	How can we compare different facts?
categories	How do we display facts?
sorting	What is a rate?
table	How do we compute rates?
rates	How do we display rates?
divide	

> ...the writer's function is not without arduous duties. By definition, he cannot serve today those who make history, he must serve those who are subject to it.
>
> Camus

There is a question in the minds of the staff that is answerable only by certain facts. For example, the question might be: "Did we receive more calls from males than from females last month?"

What facts do we need to answer this question?

The first fact we need to know is how many male callers the Hotline had last month; and the second fact we need to know is how many female callers we had last month.

See Fact Checklists, page 49.

Example: Go to call sheets for last month. Count by sorting into two groups--male and female.

Let's say we had 120 male callers and 80 female callers.

Male	Female
120	80

We now know (1) the number of male callers, and (2) the number of female callers. We can compare these and conclude that the number of male callers (120) was greater than the number of female callers (80). The question can be answered with these facts.

Answer: We received more calls from males.

In this example, we have completed the cycle on the "Road Map" and begin again with a new question.

Our question could be made more complex. We know that we had more male callers than female callers last month, but we wonder if we referred more males than females last month. This is another question. Now, we are concerned with what the listeners did "to or with" the caller; i.e., what action was taken.

We might have referred more males than females since we have more male callers. But this is a hunch. We want to verify these expectations.

To answer our second question we need to know two more facts.

We need to know the number of the male callers last month who we referred.

We also need to know the number of female callers last month who we referred. In order to answer the question, it is necessary to define referral. For this example we have arbitrarily divided "type of call" category into three types--counseling, referral and information. When we originally asked the question about referrals, we may have had this division in our minds without actually stating it.

We have defined "referral" as those calls which are not information and not counseling. Other definitions could be:

- all callers who specifically ask for a referral
- all callers who ask for a referral and then use that referral

Go back to the two piles of call sheets. Each pile will be sorted into three--(R) referral, (C) counseling, and (I) information.

Male   Female

120   80
/ | \   / | \
84 36 0   56 24 0

R C I   R C I

We now have six piles.

Answer: We referred more males than females.

We now have the facts to answer our complex question. We did in fact refer more male callers (84) than female callers (56) last month.

In the process of sorting these data, we have collected enough facts to answer other questions.

Using the facts we have, we can also answer the question: "Did we counsel more male callers than female callers?"

Answer: Yes. We counseled more males (36) than females (24).

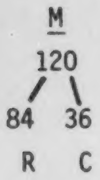
"Did we have more information calls from males than from females?"

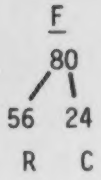
Answer: No. We had no information calls from male or female callers.

Let's drop the category "information" for a moment and concentrate on counseling and referral only.

We know the number of referrals within the categories male and female and the number of counseling calls within the categories male and female. We could ask ourselves at this point if there is anything to learn by a comparison of the referral and counseling categories.

But before comparing male and female referrals to male and female counseling, let's recombine the information we already have.





$$\begin{array}{r} \underline{M} \\ 84 \\ \underline{+36} \\ 120 \end{array}\Bigg\downarrow \qquad \begin{array}{r} \underline{F} \\ 56 \\ \underline{+24} \\ 80 \end{array}\Bigg\downarrow$$

We usually add down a column of numbers. Here 84 referrals + 36 counseling = 120 male calls. We actually added apples and oranges (referral & counseling) but could do this because we added male oranges to male apples and the total is males (apples and oranges).

You might also want to know how many apples you have (male & female). This can be done by adding across:

$$\overrightarrow{84 +} 56 = 140$$
$$\overrightarrow{36 +} 24 = 60$$

This can be expressed in a table format:

Table 1

Type of Call by Sex (June, 1977)

	Male		Female		Totals	
Referral	84	+	56	=	140	(Row 1)
Counseling	36	+	24	=	60	(Row 2)
Total	120	+	80	=	200	(Row 3)

In this table we can add down and across!

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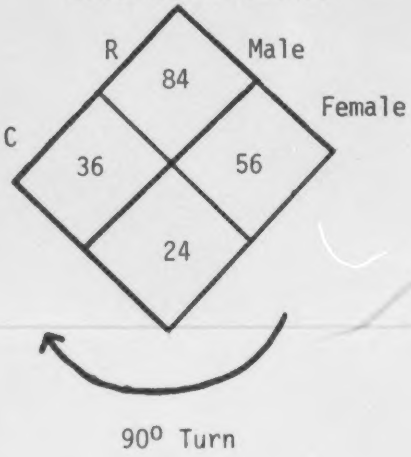
We can use this table to answer all the questions we previously asked, as well as others:

The number of male and female callers can be obtained from the bottom "row" (Row 3).

The comparison for male and female by referral action is given on Row 1 and the comparison for counseling on Row 2.

If we had not dropped 'Information,' we would have one more 'Row' in the table and could answer our question for Information Calls.



Also:

If we read the table by turning it sideways we get different kinds of information!

Table 1A

Type of Call by Sex (June, 1977)

	Counseling	Referral	Totals	
Male	36	84	120	(Row 1)
Female	24	56	80	(Row 2)
Total	120	140	200	(Row 3)

The questions which can be answered this way are:

Did the number of counseling calls exceed the number of referrals calls?

Were there more counseling or referral calls for males?

Were there more counseling or referral calls for females?

Notice that these are different questions than the ones asked originally: "Did we refer more male than female?" Is not the same as "Were there more counseling or referrals for males?"

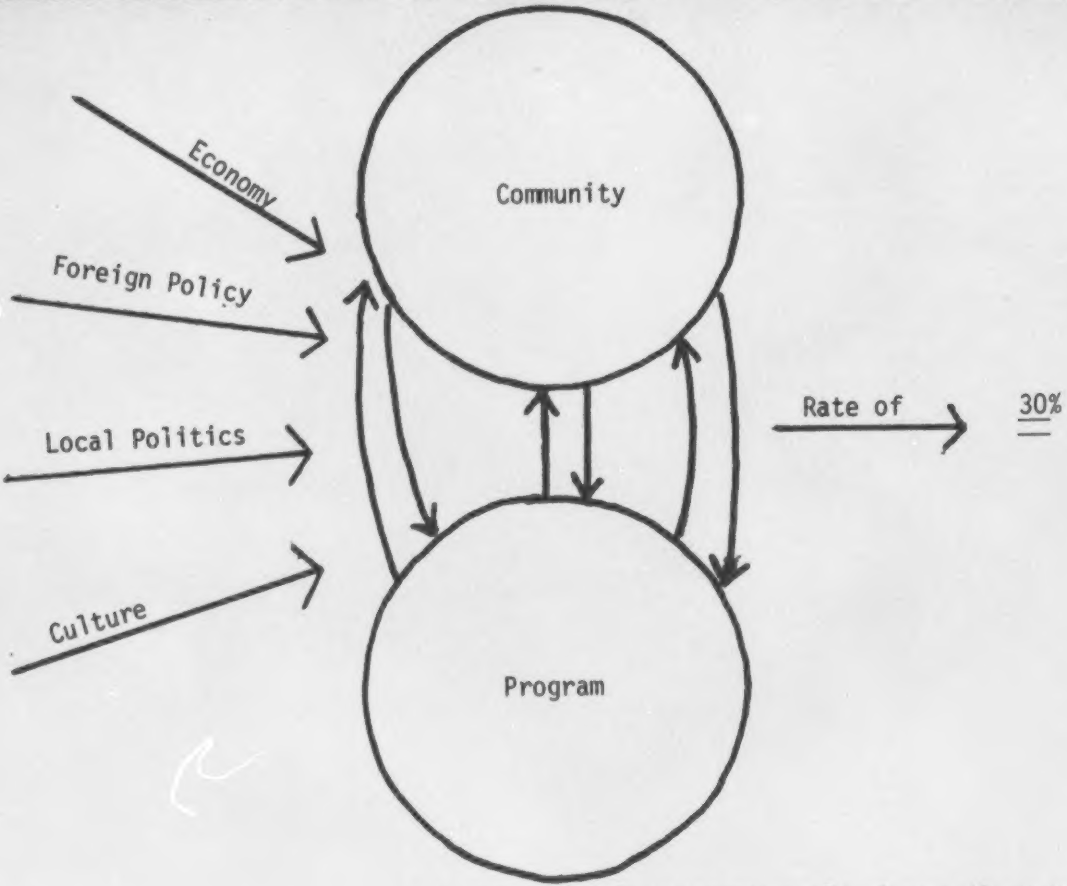
Another thing we can use the table to do is to learn something about rates.

What is a Rate?

A rate is really the same thing as a percentage. We use the word rate because it implies that something is happening at a speed or is changing rather than being a stationary or a one time thing. It is our belief that the idea of "rate" of referral tells more about the program than does (1) the percentage of calls referred, or (2) the actual number of calls.

(1) A percentage of 30% of the calls from females has the connotation that this is a simple or fixed part of the structure of Hotline.

A rate of 30%, however, implies that this is a dynamic result of a complex situation, including the community, the program, and people's belief and values about both.


Economy
Foreign Policy
Local Politics
Culture
Community
Program
Rate of
30%

A change in the economy could change the way the community and the program interact, or change the values and beliefs held about each other. This could change the dynamic rate at which something occurs.

(2) We believe a rate is also more useful than the actual number of calls. It may be that we have more male than female callers. We may also refer more males than females. And yet, the rate of referral could be greater for female calls than for male calls.

Thus, when a male caller is on the line the chance that this call will be referred is less than when a female calls. This could be so even though more males are calling and more males are referred.

Think about it!

To compute a rate you need two pieces of information:

- how much of something occurs
  - # of calls
  - # of volunteers
  - # of dropins
- within a given unit (of something)
  - one month
  - pop. of a happy town
  - male students

Examples:

$$\frac{\text{\# of calls}}{\text{one month}} = \text{rate of call per month}$$

$$\frac{\text{\# of calls}}{\text{pop. of happy town}} = \text{rate of calls per capita}$$

There are three ways to compute rates from the tables:

(1) Divide by the grand total:

Table 1 Raw Data

	Male	Female	
R	84	56	140
C	36	24	60
	120	80	200

→

Table 2 Rates

	Male	Female	
R	42%	28%	70%
C	18%	12%	30%
	60%	40%	100%

(2) Divide by the rows separately:

Table 1 Raw Data

	Male	Female	
R	84	56	140
C	36	24	60
	120	80	200

Table 3 Rates

	Male	Female	
R	60%	40%	100%
C	60%	40%	100%
	60%	40%	100%

(3) Divide by columns:

Table 1 Raw Data

	Male	Female	
R	84	56	140
C	36	24	60
	120	80	200

Table 4 Rates

	Male	Female	
R	70%	70%	70%
C	30%	30%	30%
	100%	100%	100%

Each table can give us a different way of looking at the rates at which events occur.

Note that the number used as the divisor (circled items) will always be 100% in the rate tables since they are divided by themselves.

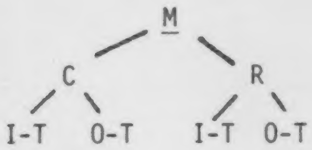
Similarly for columns in method (3).

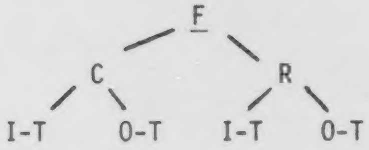
Also the rates for rows by method (2) gives us rows that are identical. This does not have to happen. Do you know why it happens here?

What if we have three categories?

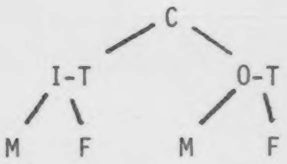
Let's say that we are also interested in geographical location, "In-Town" and "Out-of-Town" as a way to categorize calls.

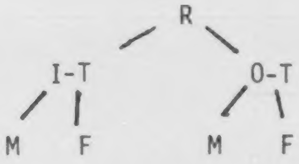
Just working with referral and counseling we have four piles. Sort each pile into I-T or O-T giving us eight piles.





We will have eight categories. It makes no difference which categoreis are sorted first, the results are the same.





If we started originally by sorting into counseling-referral, and then "In-Town--Out-of-Town," and then "male-female," the categories, when we finished, would be the same as those above.

Try it and see!

A table for three categories might look like this:

	Male		Female	
	I-T	O-T	I-T	O-T
Referral	54	30	18	38
	I-T	O-T	I-T	O-T
Counseling	16	20	10	14

Now that we have learned the ideas about displaying facts, we can analyze the facts. Go to Chapter 13.

FACTS ANALYSIS

Purpose:

To analyze the facts displayed in Chapter 12.

Words	Questions
analyze	Is the data taken from a typical month?
typical	How can we translate numbers to words?
expectations	How can we compare displays after doing an action program?
numbers	
predicting	

The first decision we have to make before we can analyze the facts is to determine whether the facts represent a "typical" month. The possibility exists that the information does not really reflect the typical situation at Hotline. The month you studied may have had an unusually high number of calls; or the number of male callers or female callers, for example, may have been "unusually" high.

Note that the words "typical," "unusually" and "O.K." are in " ". These are the key terms.

There are two ways to decide if the month you are working with is "o.k." One way is to compare the month with your expectations. A second way is to compare your month historically to (a) the 6-8 months before or to (b) the same month in previous years. Do the facts "look right?" Does it fit in with what you expected? Do the facts

For example: If the month is June, compare it with May-January of the same year and with June of the previous year.

seem very different than those from other previous months?

After reviewing the facts, make a decision about whether or not your month is "typical." The facts could be very typical, not be typical at all, or be somewhere in between. In any case, you can proceed with the analysis, but the final conclusions you reach should be understood and applied in terms of how you value the facts. In the case where the facts look very different than your expectations, you may decide to wait another month and again collect the same category of facts. If the facts again look "different," but they do agree with the original month, they may in fact not be different at all! Your expectations may not be accurate!!

You can now translate the facts into words. This can be done by looking at the table and completing the following sentence as many times as you can for each number.

Some possible translations for the example used in Chapter 12.

"One thing this number shows is that
in our example..."

Table 1 - one thing this number shows is that 70% of all calls are referral.

Table 2 - one thing this number shows is that 60% of all calls are male.

Table 3 - one thing these numbers show is that the rate of male callers is the same for both referral and counseling calls.

Table 4 - one thing these numbers show is that referral rate is the same for male and female callers (70%).

Note: In Table 3 and Table 4 two numbers were compared in completing the sentence rather than using one number at a time.

On the basis of the information you gathered and the conclusions you reached, you may decide to do an action program. During and after the action program, collect the facts as before. These facts would be for at least one month following the case you originally analyzed.

Proceed with the new facts as you did the original facts, i.e., by displaying them as in Chapter 12, checking for typicality and translating the facts into words--as you did for the orginal month.

You now have in words two sets of conclusions. To determine the effectiveness of the action program, compare these two lists by asking certain questions:

Are the sentences the same or different?

Are the changes in the facts in the expected direction?

Are there "reasons" for these unexpected changes?

For an even more complex way to interpret facts see Technical Footnote on "Association," page 451.

You can also compare the facts (data) without translating these into words, but this may be more difficult. In this case, all the displays used to compare facts collected--before and after the action program--should be put in front of you. Changes for each cell in each table should be examined.

You may want to concentrate on changes in rates if this procedure is used. Changes in numbers can be expected because of the different volume of calls in each month. Rates will give a more accurate picture of changes between months because the rate will not be effected by the absolute volume of calls, i.e., the actual total number of calls.

Example:

	Original Month	Action Month
Female callers	50	40
Total Callers	100	50
Rate of (female callers)	50%	80%

While the absolute number of female calls dropped in the action month, the rate of female calls actually increased from 50% to 80%.

*The assumption is that if 100 calls were received in the action months, 80 would be female calls. That is we are predicting 80 female calls per 100 calls.

ON DATA INTERPRETATION

- A story:

Once there was a scientist who was studying how far frogs could jump. He yelled at a frog, "jump!" and the frog jumped 10 feet.

Then he cut off one leg of the frog. He yelled "jump!" and the frog jumped 5 feet.

Then he cut off a second leg. He yelled "jump!" and the frog jumped one foot.

Then he cut off a third leg. He yelled "jump!" and the frog jumped 4 inches.

Then he cut off the fourth leg. He yelled "jump!" The frog did not move.

The scientist concluded: When you cut off four legs of a frog, the frog becomes deaf!

While working on this Handbook, we read some of the material in the philosophy of science literature about "interpretation" and "explanation." Toward the end of our work, we found a rich lode of literature which is central to the issues of interpretation.

This is the field called Hermeneutis. It has a rich history in theology, in literature, in ethnomethodology. A few citations are in the References--It's too late for us to do more!

A MESSAGE

The only time I ever came across oatmeal pie was at 4:00 in the morning in a deserted truck-stop somewhere between Chicago and Dallas. I was lost as hell. I was also the only customer and the owner and waitress hung around me like flies. They particularly admired my 50 state road map that was so big it more than covered their table. I'd bought it at a clearance sale for a nickel. I was trying to figure out where I was, something made horrendously complex by the unceasing attentions of the management. They got almost no customers except for freeloading families, they let me know, and it had been that way since the new Interstate went through seven years ago. I was suddenly all ears: The INTER-STATE?

"Yeh, mister," the owner bellowed, "yer the only car in a week--they all take that new road five miles east. Say that sure is a nice big map you got there; hey lookie here Sis, it don't even show the Interstate. Wish everybody used a map like this, we'd get more business. Hey, where'd you get this thing anyway, says here (don't it) it was made in nineteen and fifty three. Must be worth a lot of money, a map this old, you ought to hang onto it, mister. More oatmeal pie?"

No wonder I hadn't seen anybody in two hours.

Bill Edwards
Chicago & Buckskin
Crossing Ranch
Boulder, Wyoming

A Friend

P.S. That's why it took Bill 7 days to get to Texas!

PART III

'WHO SHALL WE SERVE?'

Purpose: To introduce and discuss some of the ways to answer this basic service question.

Chapter:	Page:
14. Who Shall We Serve?	75
15. Logical, Rational Approach	78
16. Monologues	99
17. Defining Information Needs And Wants	107

WHO SHALL WE SERVE?

Purpose:

In this chapter are presented some of the issues, ideas and approaches to defining and answering the basic question: "Who shall we serve?"

Words	Questions
serve	Who shall we serve?
program	Who do we serve?
target group	Who needs service?
services	Who wants service?
values	What do we need to do?
facts	What do we want to do?
problems	What do they want us to do?

Although the question, "Who shall we serve?" is basic to a program, many staff have never been asked for an answer. We have found that (many) staff in the same program disagree with each other's answers. Many programs go under because staff can't agree on and can't accept other's beliefs about who they want to serve, who they try to serve and who they should serve.

The question, "Who shall we serve?" can be asked by people who want to begin a Hotline or crisis center and by staff at ongoing programs who want to clarify or to reorient their programs.

There are many approaches to creating, monitoring, evaluating and reorienting an agency and its program. These approaches can be classified as the rational, the self-interest and the intuitive.

The rational approach is one in which staff learn about people in a given area, their wants, needs, concerns and problems, and then design a program with some of these people which can offer services which they say they want and/or need.

NOTE: "with" people, not by themselves, nor with their own values.

The self-interest approach is one in which some people decide what program and services to offer because of what they like to offer or are skilled in offering.

The intuitive approach is one in which some people try to figure out what other people want and need, but never check this out with them or with facts.

There are some things about each of these approaches which seem acceptable to us and to many Hotline staff. No approach is perfect for every one. Personal and organizational style and skill, personal and agency values, and the facts of the situation must all be taken into account in the final choice of an approach.

We believe and think that the best rule of thumb is to begin where the people are at; then work with them to figure out what might be a good program.

We also believe that staff must go at the question of "who shall we serve?" at regular intervals. The issue can't be decided once and for all. Staff and clients change and problems and concerns change, too.

Many chapters in this Handbook can be used to help think through answers to this basic question. In this chapter, we present three ways of thinking about how to answer the question:

1. One way is to present in diagrams a logical, rational approach to figuring out who is to be served and/or offered service.

2. A second way is to present short monologues and dialogues (poems?) which capture the discussions we have heard at Hotlines and crisis centers.

There are many other approaches, see e.g. the References and Bibliography.

3. A third way is to help you begin to define what information you might want or need in order to figure out your answer(s).

LOGICAL, RATIONAL APPROACH

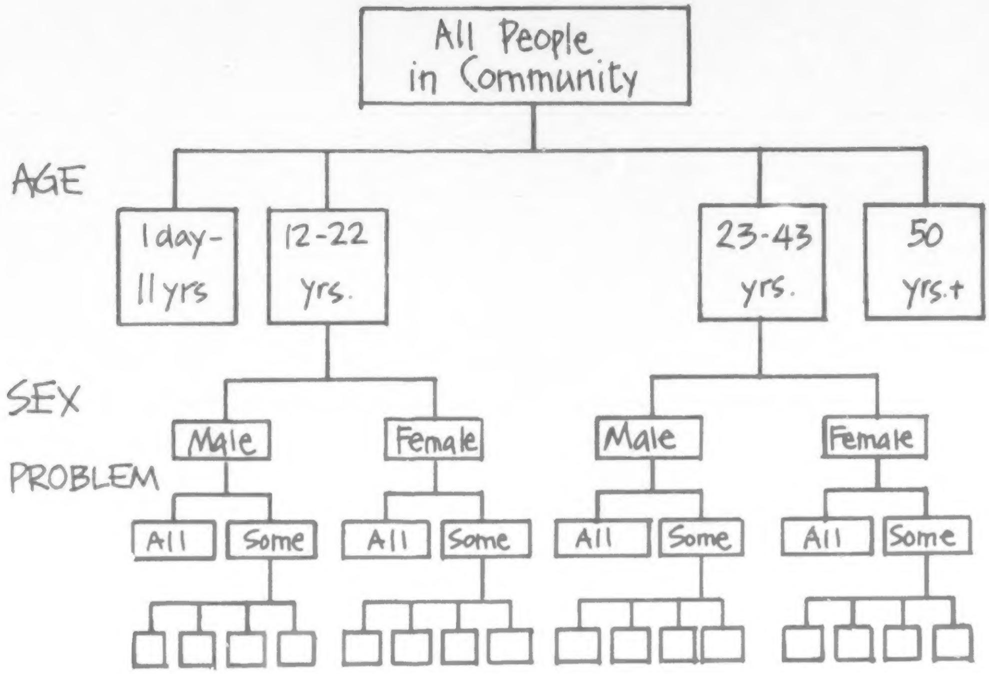
Way #1

One way to figure out who you want to serve is to logically and rationally think through "who is out there;" and then decide:

- who may need service
- who may want service
- who may "have" what problems
- who to serve
- etc.

The idea here is that this chart is a tool to help you decide.

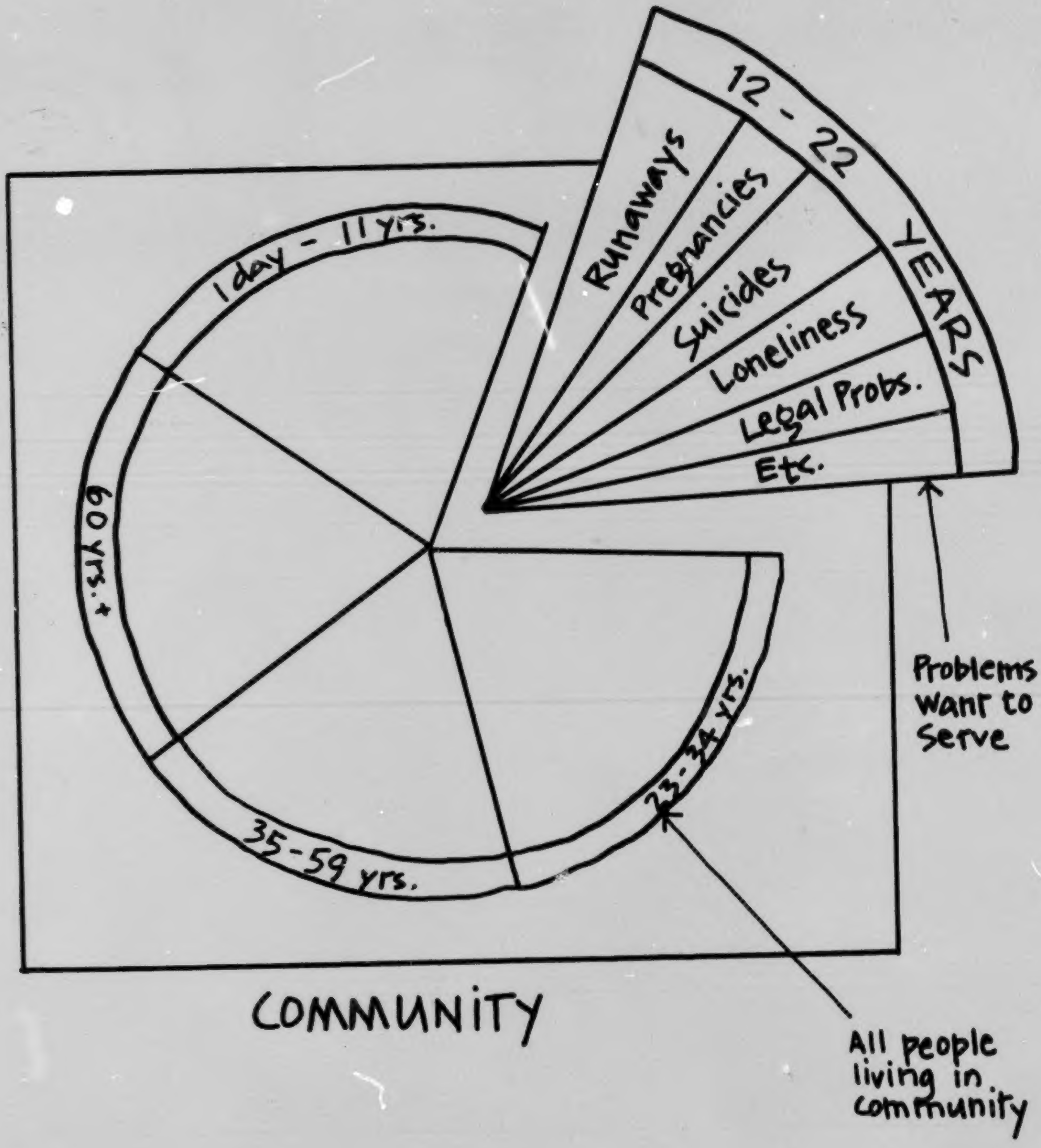
Whom Shall We Serve?


All People in Community
AGE
1 day-11 yrs
12-22 yrs.
23-43 yrs.
50 yrs.+
SEX
Male
Female
Male
Female
PROBLEM
All
Some
All
Some
All
Some
All
Some

You might decide to do a diagram of those you don't want to serve, e.g., older people, those over 50 years old who are left handed and wear size 11 shoes.

Or you may do a diagram like this of "problems" or conditions or situations which you want to serve: e.g., runaways, pregnancy, counseling, etc.

Use the free space here to work out a picture for your program.


12 - 22 YEARS
Runaways
Pregnancies
Suicides
Loneliness
Legal Probs.
Etc.
1 day - 11 yrs.
60 yrs. +
35-59 yrs.
23-34 yrs.
COMMUNITY
Problems want to serve
All people living in community

Or you may do a diagram like this for people you may want to serve, e.g., youth--12-25 years old, and then plan a simple study to find out what their needs, wants or problems are. This was done by one Hotline at one of our field sites.

Hotline decided to learn what troubles, concerns and problems youth had in their community. They heard about a similar study which had been done in a nearby city. They checked this out, met the people who did that study and got permission to use the same form; and got some help on how to do a study.

The following four pages is part of the survey form used.

Use the free space on this page to jot down some questions you would ask in a survey.

COMMUNITY YOUTH SURVEY

This survey was developed by two Carleton College Students with the help of a number of local community groups.

Its purpose is to find out about the activities and problems of persons your age so that community services in Northfield for young people can be improved.

It is important, therefore, that you answer these questions as carefully and accurately as possible.

Please do not sign the survey. If you do not wish to answer a question, you may skip it. It should take about 15 minutes to complete.

Thank you very much for your help.

Lynn Latourette
Susan Pearlson
Northfield, Minnesota

10. Below is a list of situations. If you have ever experienced any of them, please check all the persons or places you went to for help.

SITUATIONS	PERSON OR PLACES YOU WENT TO FOR HELP (you may check more than one)											
	Never had this problem	No one	Family	Friend	Clergy (minister, etc.)	Y.E.S. (Youth Emergency Ser)	Teacher	Guidance Counselor	Family Doctor	Community Action Center	Police	Other (Please specify)
You are having problems in school.												
You need an after-school job.												
You wonder what to do about college												
You feel uninterested or bored with things around you.												
You need someone to talk to about things that are upsetting you at home.												
You are dissatisfied with the relationship between you and the person you date regularly, and you want to improve it.												
You don't know the effects of a particular drug.												
Someone you know has a drinking problem.												
You want to lose or gain weight.												
You need information about pregnancy.												
You have trouble making friends.												
You want information about birth control.												

What questions would you ask?

11. Imagine you are in the following situations. Check all the persons or places you would go to for help. Please answer each question according to what you think you would do in that situation.

	PERSONS OR PLACED YOU WOULD GO TO FOR HELP (you may check more than one)										
SITUATIONS	No One	Family	Friend	Clergy (minister, etc.)	Y.E.S. (Youth Emergency Ser)	Teacher	Guidance Counselor	Family Doctor	Community Action Center	Police	Other (please specify)
You are having problems in school.											
You need an after-school job.											
You wonder what to do about college.											
You feel uninterested or bored with things around you.											
You need someone to talk to about things that are upsetting you at home.											
You are dissatisfied with the relationship between you and the person you date regularly, and you want to improve it.											
You don't know the effects of a particular drug.											
Someone you know has a drinking problem.											
You want to lose or gain weight.											
You need information about pregnancy.											
You have trouble making friends.											
You want information about birth control.											

12. In general, if you did have a problem, how helpful do you feel the following persons or places would be in helping you solve it (please circle the number that shows how you feel).

a. members of my family	1 2 3 4 5 very helpful not helpful at all
b. friends	1 2 3 4 5 very helpful not helpful at all
c. clergy (minister, etc.)	1 2 3 4 5 very helpful not helpful at all
d. Y.E.S. (Youth Emergency Service)	1 2 3 4 5 very helpful not helpful at all
e. teachers	1 2 3 4 5 very helpful not helpful at all
f. guidance counselors	1 2 3 4 5 very helpful not helpful at all
g. family doctor	1 2 3 4 5 very helpful not helpful at all
h. Community Action Center	1 2 3 4 5 very helpful not helpful at all
i. police	1 2 3 4 5 very helpful not helpful at all

- - - - - - - - - - - - -

13. Please check the items below that you would like to know more about, or would like an opportunity to discuss with someone.

___ Boy-Girl relationships
___ Family relationships
___ Relating to friends
___ Physical appearance, clothes, etc.
___ Drugs & drug dependency
___ Dental care
___ Birth control
___ Alcoholism

___ Pregnancy & abortion
___ Effects of smoking
___ V.D. (Venereal disease)
___ Menstruation
___ Homosexuality
___ Depression, anxiety, blues
___ Human growth (bodily)
___ Human growth (emotional)

Thank you very much for your help!

Lynn Latourette
Susan Pearlson

Or you may use a diagram like this to identify groups of people who could be in a "panel" to give you impressions and facts about your program.

Or you may decide to serve everyone with any problem.

Another way to show how to think about "who shall we serve?" follows.

Use the free space on this page to figure out other ways to think about "who shall we serve?"

This is another model* to use in thinking about who to serve. This was done for programs serving pregnant adolescents.

WORKSHEET FOR ESTIMATING POPULATION

For ______________________________ Program

Completed by ____________________________.

Date ____________________________________

Number of Girls	12-15	16-19	Total
Estimated Number in Service Area Source = Census			
Estimated Number in Schools Source = School Record			
Recorded Births			
Pregnancies			
Stillbirths			
Abortions			
Low Birthweight			
Sources: Health Dept. Vital Statistics Registries Delivery Rooms			
Number of Marriages (optional) Source = Registry			
Number of Dropouts			
Dropouts Due to Pregnancy			
Number Receiving Social Services			
AFDC			
Other			
Number in Program Last Year			
Number Completing High School			

---

* Taken from Husting, et al. See Bibliography

In addition to all of these ways of defining who might you serve, i.e., getting facts, analyzing these, etc., there is a model called "social area analysis." This model was developed by the federal National Institute of Mental Health.

See e.g., Goldsmith and Unger in Bibliography.

This model uses U.S. Census data to develop a mental health profile of an area.

Write to: N.I.M.H.
5600 Fishers Lane
Rockville, Md. 20852

Basically, the model works like this: you go to the person who keeps these Census facts. You request these facts for your target area. The facts come back on computer "print-out" sheets either as words and numbers in columns or as words and numbers in diagrams of different kinds.

- Talk to someone at the Census place to learn what facts they have.
- There is a charge for these print-outs. (Check with the public library to learn which place).
- You can request how you want the data to look.

These numbers can be about people (e.g., age, sex, race, income, size of family, etc.), about their employment status, about their housing, etc.

The logic of the model seems to be that certain facts about people's age, sex, income, etc., can *suggest* which of these people *may* have what kinds of personal, situational and environmental problems and concerns.

The model can *not* tell *who does have what* problem(s) or concern(s), but it can help you figure out *who might be more likely to have* some problem(s) or concern(s) of certain types.

Remember: Facts such as these are useful in proposal writing; for computing rates of people served, among other usages.

The model can not help you learn what people are hurting or the ways in which they are hurting. The model can help you figure out what groups of people are likely to be hurting, that's all.

The model seems to us to be good as an example of how to use information to think about and to plan for a survey; or to think about and to plan for a group of people who may need services. The method does not give you an answer to the question of "who shall we serve?" NO method can do that. It is only a tool. You must decide.

Some Census Bureau material is presented on the next three pages.

Use this space to draw a picture of how you think the statistics will be presented; e.g. as a table of numbers, as a circle; as a city map, etc. This is a way to check out "where you're at" with numbers (i.e., do you get turned-off, scared away, bored?, etc.).

FIGURE C: TAKOMA PARK-SILVER SPRING, CATCHMENT AREA II, MONTGOMERY COUNTY

MENTAL HEALTH DEMOGRAPHIC PROFILE SYSTEM

NEGRO POPULATION

```
NEGRO POPULATION OF CATCHMENT
TAK-PARK-SS AREA II, MD.

TOTAL POP    7,874                   MALES (3,755)                        FEMALES (4,119)

NUMBER     %     AGE    9 8 7 6 5 4  3 2 1   1 2 3 4 5 6 7 8 9      %      Number
     8   0.10   85+                                                0.05        4
     6   0.08   80-4                                               0.24       19
     9   0.11   75-9                                               0.27       21
    25   0.32   70-4                      F                        0.38       30
    32   0.41   65-9                     M F                       0.56       44
    66   0.84   60-4                    MM FF                      0.75       59
    98   1.24   55-9                   MMM FFF                     1.32      104
   114   1.45   50-4                  MMMM FFFF                    1.65      130
   163   2.07   45-9                MMMMMM FFFFFF                  2.49      196
   220   2.79   40-4              MMMMMMMM FFFFFFFF                2.86      225
   287   3.64   35-9            MMMMMMMMMM FFFFFFFFFF              3.99      314
   339   4.31   30-4          MMMMMMMMMMMM FFFFFFFFFFFF            4.58      361
   448   5.69   25-9     MMMMMMMMMMMMMMMMM FFFFFFFFFFFFFFFFFF      6.46      509
   319   4.05   20-4          MMMMMMMMMMMM FFFFFFFFFFFFFFFFFF      6.41      505
   336   4.27   15-9          MMMMMMMMMMMM FFFFFFFFFFFFFFF         5.12      403
   384   4.88   10-4        MMMMMMMMMMMMMM FFFFFFFFFFFFFF          4.70      370
   427   5.42    5-9      MMMMMMMMMMMMMMMM FFFFFFFFFFFFFF          4.99      393
   471   5.98    0-4     MMMMMMMMMMMMMMMMM FFFFFFFFFFFFFFFF        5.47      431
```

Division of Biometry
N.I.M.H., 8/74

NOTE

This brochure contains examples of the Minnesota Analysis and Planning System's most commonly requested data displays.

Due to MAPS familiarity with these data displays and knowledge of a wide variety of established software techniques, similar reports can be provided at a low cost.

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Minnesota Analysis & Planning System
University of Minnesota
Agricultural Extension Service
415 Coffey Hall, St. Paul, MN 55108
Ph. (612) 376-7003

October 1975

INTRODUCTION

The Minnesota Analysis and Planning System is an eight-year-old computer-based information system that has come to be regarded as one of the most complete data centers in the country.

Initially, MAPS was implemented to provide a data facility for the Agricultural Extension Service at the University of Minnesota. But since it began in 1967, MAPS has evolved into a comprehensive system that serves not only the Extension Service, but individuals and institutions throughout Minnesota, the Upper Midwest, and at one time or another, all of the 50 states.

Designed for massive storage of socio-economic data — data that is essential to decision-making, policy planning, and indepth study — MAPS assists its users by being a central source of information. Its wide range of clientele include people in business, public and private agencies, education and government.

MAPS extensive data base contains the 1970 Census of Population and Housing, which means that a complete set of population and housing counts is available for every community and rural area in the U.S. The System was designated by the Census Bureau as a Summary Tape Processing Center for the 1970 Census.

In addition, the MAPS files have the 1960 Census of Population and Housing, and the Agricultural and Economic Censuses. A basic purpose of MAPS is to take public information, such as the census files, and make it readily accessible.

A large number of specialized economic, fiscal and demographic files on the State of Minnesota — including State Auditor's Reports, Legislative Profiles, and Population Projections — are also part of the MAPS data base, with new information — both state and national — being added all the time.

The MAPS terminal, located on the University's St. Paul Campus, consists of on-line and batch processing and is connected to the University Computer Center in Lauderdale. A complete staff of faculty, researchers, computer systems analysts, programmers, keypunchers, graduate student assistants and civil service personnel provide the expertise, knowledge, and resources necessary to serve the needs of MAPS varied clientele.

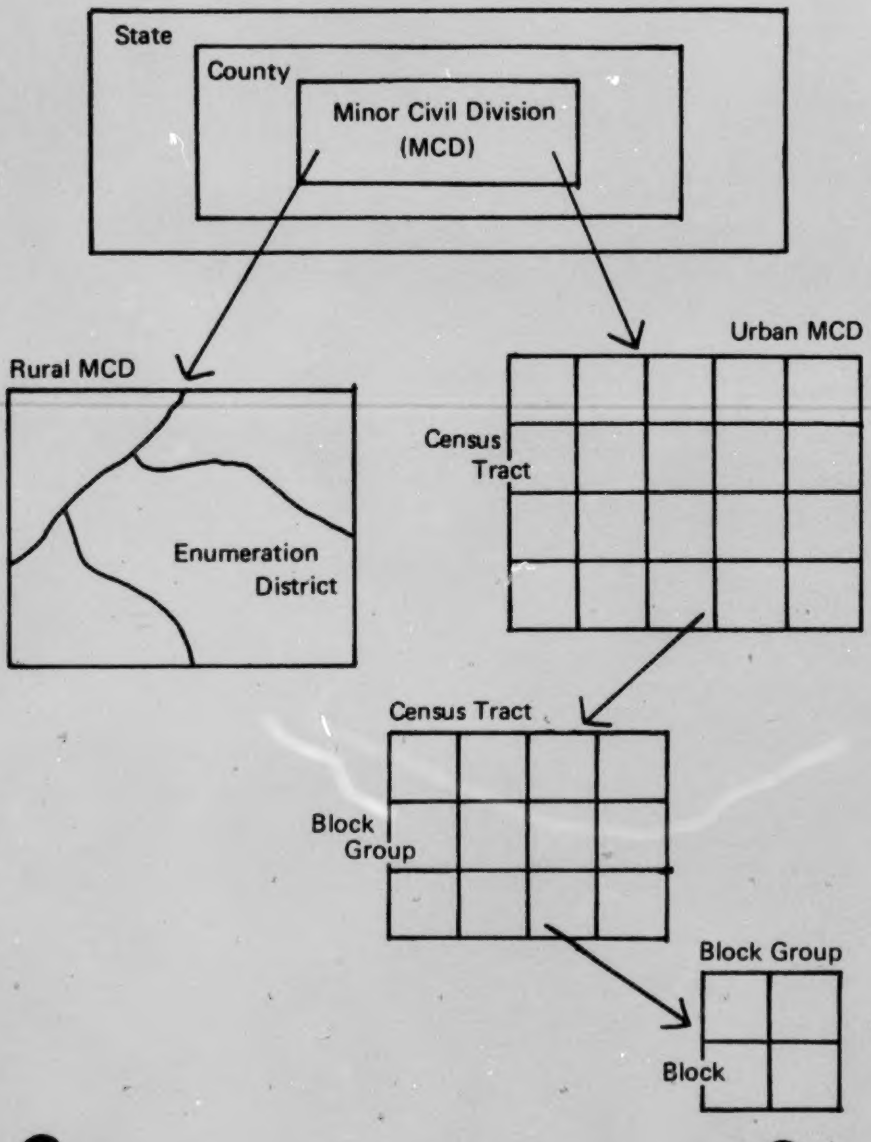
The System offers such services as creation of special files, custom programming, statistical packages, tape copies, specific aggregations of data base, and information exchange. MAPS also operates the Minnesota Extension Management Information System (MEMIS); a special subsystem for handling mailing lists; and a number of other professional data processing services.

The staff uses such programs and software as the MAPSLIST, which displays census data in clearly readable form; Qwick Qwery System, an analytical and statistical tool; System 2000 and CLAMPS which are operational and processing systems; and MAILS, which generates mailing labels. Various publications are available as well, ranging from a bi-monthly MAPS newsletter to census material.

MAPS files are changing almost daily with new additions, combinations, or extractions that meet the requirements of clientele. In fact, steady expansion to meet user demand has been the MAPS story since its early development stages.

All in all, MAPS is a computer-based program that provides users with a fast, low-cost, easy-to-use facility for retrieving and analyzing data.

GEOGRAPHIC COMPONENTS


State
County
Minor Civil Division
(MCD)
Rural MCD
Enumeration
District
Urban MCD
Census
Tract
Census Tract
Block
Group
Block Group
Block

1970 CENSUS - DATA ITEMS

The 1970 Census of Population and Housing is an important part of the Minnesota Analysis and Planning System data base. Because of the demand for information from these Census files, which cover all 50 states, MAPS has developed standardized reports for the various counts.

The reports, commonly known as MAPSLISTs, can be generated for requested areas by specialized computer programs from the 1970 Census summary tapes. Data is made available in these reports that does not appear in any standard Commerce Department publication.

In addition, MAPS has developed the programming software which allows aggregates of any specific areas to be compiled and displayed as special reports.

The following Census sections contain examples of data taken from the 1st Count, 3rd Count, 4th Count, and 5th Count. A detailed description of these counts appears on the heading page that precedes each example.

1ST COUNT - MAPSLIST 1

MAPSLIST 1 data is taken from the 1st Count summary tapes and represents a 100% sample. Areas covered in this count include Enumeration Districts, Block Groups, Counties, States, Minor Civil Divisions, Places, and Congressional Districts.

```
       1970 CENSUS DATA (FIRST COUNT)                                                  MINNESOTA ANALYSIS AND PLANNING SYSTEMS

I-------------------------------------------------------------------------------------------------------------------------I
I STATE OF MINN     COUNTY=131 RICE               MCD=060 NORTHFIELD CITY        PLACE=       TRACT=            E.D.=          B.G.=    I
I-------------------------------------------------------------------------------------------------------------------------I
I 1 *TOTAL                       I 2  TOTAL                       I 20 RACE              I 21 PERSONS 14       TOTAL    TOTAL       NEGRO    NEGRO I
I    POPULATION          10235   I    HOUSING UNITS        2365   I          COUNT OF    I    YEARS AND OVER    MALE    FEMALE       MALE   FEMALE I
I                                I                                I           PERSONS    I                                                       I
I---------------------------------------------------------------I                      I    NOW MARRIED      1564     1580          3        2 I
I 18    POPULATION BY     I 19  NEGRO AND OTHER RACES BY AGE   I WHITE        10086  I    WIDOWED           108      456          0        1 I
I         AGE AND SEX     I                                     I NEGRO           83  I    DIVORCED           39       74          0        0 I
I                         I            NEGRO  NEGRO  OTHER  OTHER I INDIAN           6  I    SEPARATED           8       11          0        0 I
I           MALE  FEMALE  I             MALE FEMALE   MALE FEMALE I SPECIFIED       44  I    NEVER MARRIED    2439     2196         36       33 I
IUNDER 5     326     261  IUNDER 5        2      2      3      2 I REPORTED        16  I      TOTAL          4158     4317         39       36 I
I   5         62      54  I  5-14         2      2      3      0 I-----------------------------------------------------------------------------I
I   6         63      58  I 15-24        34     33     25     22 I 25  PRESENCE OF FAMILY MEMBERS (OTHER        HUSBAND    OTHER     FEMALE I
I  7-9       215     181  I 25-34         4      2      0      2 I     THAN HEAD AND WIFE) UNDER 18 OR 65+       -WIFE  MALE HEAD     HEAD  I
I 10-13      273     247  I 35-44         0      0      2      3 I                                                                           I
I  14         63      62  I 45-54         0      0      0      1 I       NO MEMBERS UNDER 18 OR 65 AND OVER        640        18         44 I
I  15         62      50  I 55-64         1      0      0      0 I       MEMBERS UNDER 18, NONE 65 AND OVER        859         9         55 I
I  16         72      73  I  65+          0      1      2      0 I       MEMBERS 65 AND OVER, NONE UNDER 18         12        16         22 I
I  17         78      85  I TOTAL        43     40     36     30 I       MEMBERS UNDER 18 AND 65 AND OVER           14         0          0 I
I  18        374     437  I-----------------------------------------I-----------------------------------------------------------------------------I
I  19        529     456  I 24  POPULATION 65 YEARS               I 26  HOUSING UNITS      TOTAL      WHITE      NEGRO           VACANT UNITS I
I  20        493     381  I       OLD AND OVER          PERSONS    I                          HEAD       HEAD       HEAD                        I
I  21        440     365  I       BY RELATIONSHIP      65 YEARS    I                                                        FOR RENT        25 I
I 22-24      297     247  I                            AND OVER    I      OWNER OCCUPIED     1494       1490          1      FOR SALE        14 I
I 25-34      416     429  I                                        I      RENTER OCCUPIED     791        784          6      OTHER           41 I
I 35-44      342     345  I HEAD OF FAMILY                   315   I                                                   269 SEASONAL         0 I
I 45-54      296     359  I WIFE OF HEAD                     196   I-----------------------------------------------------------------------------I
I 55-59      139     161  I OTHER FAMILY MEMBERS              66   I 27    TYPE OF STRUCTURE       OCCUPIED I 31  NUMBER OF UNITS      OCCUPIED I
I 60-61       53      63  I MALE PRIMARY INDIVIDUAL           55   I       ALL TYPES OF UNITS      + VACANT I        AT ADDRESS          + VACANT I
I 62-64       73     109  I FEMALE PRIMARY INDIVIDUAL        252   I                                 UNITS  I                              UNITS  I
I 65-74      223     353  I NON-RELATIVE (BOARDERS)           12   I   1-UNIT STRUCTURES              1487  I     2-4 UNITS                  529 I
96 I 75+     208     342  I INMATE OF INSTITUTION            212   I   2-OR-MORE-UNIT STRUCTURES       805  I     5-9 UNITS                   88 I
I TOTAL     5097    5138  I OTHER IN GROUP QUARTERS           18   I   MOBILE HOMES OR TRAILERS         73  I     10 UNITS OR MORE           101 I
I-------------------------------------------------------------------------------------------------------------------------I
I 22  POPULATION BY                                  I 28A  ROOMS IN    I 28B ROOMS IN ALL UNITS      41  HOUSING UNITS   I 55 POPULATION I
I        RELATIONSHIP AND RACE        TOTAL   NEGRO  I    OCCUPIED AND  I                       COUNT OF WITH ALL  LACKING I   ALLOCATIONS I
I                                                    IVACANT YEAR-ROUNDI  TOTAL OCCUPIED        ROOMS   PLUMBING  PLUMBING I               I
I HEAD OF HUSBAND-WIFE HOUSEHOLD      1525       3   I   HOUSING UNITS  I   AND VACANT                                     I   1 )      85 I
I OTHER MALE HEAD OF HOUSEHOLD          43       0   I                  I   YEAR-ROUND         12896      2267        98  I   2 )      11 I
I FEMALE HEAD OF HOUSEHOLD             121       0   I 1 ROOM        58 I  TOTAL OCCUPIED      12541      2197        88  I   3 )     666 I
I WIFE OF HEAD OF HOUSEHOLD           1525       2   I 2 ROOMS       49 I  OWNER OCCUPIED       9324      1476        18  I   4 )     144 I
I OTHER RELATIVE OF HEAD              2621       7   I 3 ROOMS      249 I  RENTER OCCUPIED      3217       721        70  I   5 )      78 I
I MALE PRIMARY INDIVIDUAL              173       3   I 4 ROOMS      469 I  NEGRO OCCUPIED         32         7         0  I   6 )     145 I
I FEMALE PRIMARY INDIVIDUAL            423       1   I 5 ROOMS      457 I  NEGRO OWNER            -0        -0        -0  I   7 )     278 I
I NON-RELATIVE (BOARDERS)              168       4   I 6 ROOMS      414 I  NEGRO RENTER           -0        -0        -0  I   8 )     274 I
121 I INMATE OF INSTITUTION            256       0   I 7 ROOMS      394 I  VACANT FOR RENT        84        24         1  I   9 )      44 I 122
I OTHER IN GROUP QUARTERS             3378      63   I 8 OR MORE    385 I  VACANT FOR SALE        87        14         0  I  10 )     106 I
I-------------------------------------------------------------------------------------------------------------------------I
I 23  POPULATION UNDER 18 YEARS OF AGE               I 29A PERSONS IN UNIT I 29B  POPULATION IN                  I               I
I                                                    I                   I        HOUSEHOLDS              WITH I   ITEM  3 )      0 I
I HEAD OF HOUSEHOLD OR WIFE OF HEAD             3    I          OCCUPIED I                      TOTAL     NEGRO I   ITEM  4 )   1358 I
I OWN CHILD   HUSBAND-WIFE HOUSEHOLD         2066    I            UNITS  I                  POPULATION    HEAD I   ITEM  5 )      0 I
I   OF        OTHER FAMILY W/ MALE HEAD        18    I  1 PERSON     517 I  TOTAL                              I   ITEM  6 )      0 I
I  HEAD       FAMILY WITH FEMALE HEAD         112    I  2 PERSONS    713 I    OCCUPIED UNITS     6599      14   I   ITEM  7 )      0 I
I RELATIVE    HUSBAND-WIFE HOUSEHOLD           39    I  3 PERSONS    320 I  OWNER                              I   ITEM  8 )      0 I
I   OF        OTHER FAMILY W/ MALE HEAD         1    I  4 PERSONS    311 I    OCCUPIED UNITS     4809      -0   I   ITEM  9 )      0 I
I  HEAD       FAMILY WITH FEMALE HEAD           0    I  5 PERSONS    232 I  RENTER                             I   ITEM 10 )      0 I
I NON-RELATIVE (BOARDERS)                      13    I  6 PERSONS    120 I    OCCUPIED UNITS     1790      -0   I   ITEM 11 )      0 I
I INMATE OF INSTITUTION                        11    I  7 PERSONS     39 I                                     I   ITEM 12 )      0 I
I OTHER IN GROUP QUARTERS                      42    I  8 OR MORE     33 I                                     I   ITEM 13 )      0 I
I-------------------------------------------------------------------------------------------------------------------------I
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     1970 CENSUS DATA (FIRST COUNT)                                                MINNESOTA ANALYSIS AND PLANNING SYSTEMS
I--------------------------------------------------------------------------------------------------------------------------I
I STATE OF MINN     COUNTY=131 RICE                MCD=060 NORTHFIELD CITY          PLACE=         TRACT=         E.D.=           B.G.=     I
I--------------------------------------------------------------------------------------------------------------------------I
I 35A  OWNER OCCUPIED UNITS I 43A        COUNT OF    I 42      UNITS WITH PLUMBING    I 30  COUNT OF OCCUPIED           PERSONS PER ROOM   I
I        FOR WHICH VALUE    I         OWNER OCCUPIED I         AND 1.01 OR MORE       I      UNITS BY PERSONS          1.00    1.01    1.51 I
I        IS TABULATED       I            UNITS WITH  I         PERSONS PER ROOM       I      PER ROOM. TENURE           OR     TO      OR  I
I                     UNITS I  UNITS     ALL         I                                I      AND RACE OF HEAD          LESS   1.50    MORE I
I LESS THAN $5.000        8 I      5     PLUMBING    I                          UNITS I                                                    I
I $ 5.000 - $ 9.999      76 I     72     FACILITIES  I   TOTAL OCCUPIED            47 I   TOTAL OCCUPIED UNITS         2214     52      19 I
I $10.000 - $14.999     237 I    233     FOR WHICH   I   OWNER OCCUPIED            44 I   OWNER OCCUPIED UNITS         1450     34      10 I
I $15.000 - $19.999     262 I    261     VALUE IS    I   RENTER OCCUPIED           23 I   RENTER OCCUPIED UNITS         764     18       9 I
I $20.000 - $24.999     251 I    251     TABULATED   I   TOTAL NEGRO                1 I   TOTAL NEGRO OCCUPIED            6      1       0 I
I $25.000 - $34.999     272 I    272                 I   NEGRO OWNERS              -0 I   NEGRO OWNER OCCUPIED           -0     -0      -0 I
I $35.000 - $49.999     165 I    165                 I   NEGRO RENTERS             -0 I   NEGRO RENTER OCCUPIED          -0     -0      -0 I
I $50.000 OR MORE        19 I     19                 I--------------------------------I----------------------------------------------------I
I---------------------------I------------------------I 50      POPULATION IN UNITS    I 32                                                 I
I 35B UNITS FOR WHICH VALUE I 43B  UNITS WITH ALL    I         WITH 1.01 OR MORE      I      COUNT OF ALL UNITS WITH BASEMENT          2115 I
I             IS TABULATED  I            PLUMBING    I         PERSONS PER ROOM       I      COUNT OF ALL UNITS WITH BASEMENT               I
I  TOTAL OWNERS        1290 I   1278     FACILITIES  I                                I         AT ADDRESSES WITH 1.2 OR 3 UNITS        1969 I
I  NEGRO OWNERS          -0 I     -0     WITH VALUE  I                        PERSONS I----------------------------------------------------I
I  VACANT FOR SALE       13 I     13     TABULATED   I   TOTAL OCCUPIED           444 I 33 OCCUPIED AND VACANT YEAR-ROUND HOUSING UNITS     I
I----------------------------------------------------I   OWNER OCCUPIED           329 I                                                    I
I 36A RENTER OCCUPIED UNITS I 44A        COUNT OF    I   RENTER OCCUPIED          115 I      DIRECT ACCESS. AND COMPLETE KITCHEN       2279 I
I        FOR WHICH RENT     I        RENTER OCCUPIED I   TOTAL NEGRO                4 I      DIRECT ACCESS.  NO COMPLETE KITCHEN         78 I
I        IS TABULATED       I            UNITS WITH  I   NEGRO OWNER               -0 I   NO DIRECT ACCESS. AND COMPLETE KITCHEN          7 I
I                     UNITS I  UNITS     ALL         I   NEGRO RENTER              -0 I   NO DIRECT ACCESS.  NO COMPLETE KITCHEN          1 I
I  LESS THAN $40         71 I     45     PLUMBING    I--------------------------------I----------------------------------------------------I
I  $ 40 - $ 59           43 I      9     FACILITIES  I 54       HOUSING               I 37 VACANT FOR RENT LESS THAN 2 MONTHS             1 I
I  $ 60 - $ 79           66 I     12     FOR WHICH   I      ALLOCATIONS               I 38 VACANT FOR SALE LESS THAN 6 MONTHS             1 I
I  $ 80 - $ 99            4 I                                                         
I 36B  UNITS FOR WHICH RENT I 44B  UNITS WITH ALL    I   7 )          9        0       I----------------------------------------------------I
I             IS TABULATED  I            PLUMBING    I   8 )         10        0       I 46  OCCUPIED UNITS WITH 1.01   I 47 HOUSING UNITS I
I  TOTAL RENTERS        743 I    675     FACILITIES  I   9 )          1        0       I       OR MORE PERSONS PER ROOM I          WITH     I
I  NEGRO RENTERS          6 I      6     WITH RENT   I  10 )         10        1       I HUSBAND-WIFE FAMILY         62 I      12  1.51     I
I  VACANT FOR RENT       25 I     24     TABULATED   I  11 )          0        0       I OTHER FAMILY-MALE HEAD       1 I       1  OR MORE  I
I----------------------------------------------------I  12 )         16        1       I FAMILY W/ FEMALE HEAD        0 I       0  PERSONS  I
I 14  AGGREGATE DOLLAR VALUE        I 16    WITH     I  13 )          9        0       I PRIMARY INDIVIDUALS          8 I       6  PER ROOM I
I     FOR UNITS TABULATED           I     PLUMBING   I  14 )          4        0       I----------------------------------------------------I
I                /$1000             I     /$1000     I  15 )         15        0       I  48 POPULATION IN UNITS WITH   I 49 POPULATION    I
I                                   I                I  16 )         18        0       I        1.01 OR MORE PERSONS    I        IN UNITS  I
I TOTAL OWNER OCCUPIED $   27631.   I $   27525.     I  17 )         82       13       I                       PER ROOM I        WITH 1.51 I
I NEGRO OWNER OCCUPIED $       0    I $       0      I  18 )         10        1       I  AGE   UNDER  18           265 I      72 OR MORE   I
I VACANT FOR SALE      $     294.   I $     294.     I  19 )         38        3       I  AGE   18 - 64             174 I      47 PERSONS   I
I                                   I                I  20 )          0        1       I  AGE   65 AND OVER           5 I       2 PER ROOM  I
I----------------------------------------------------I  21 )          0       27       I----------------------------------------------------I
I 15  AGGREGATE DOLLAR RENT         I  17  WITH      I  22 )          8        0       I  POPULATION AND UNITS BY        WITH ALL  LACKING  I
I     FOR UNITS TABULATED           I      PLUMBING  I  23 )         24        0       I    PLUMBING FACILITIES          PLUMBING PLUMBING I
I                                   I                I--------------------------------I                                                    I
I                                   I                I 34   OCCUPIED                  I 51 PERSONS IN OCCUPIED UNITS        6472      127  I
I TOTAL RENTER OCCUPIED $  70845.   I $   67545.     I      HOUSING UNITS             I 52 PERSONS IN UNITS WITH 1.01                      I
I NEGRO RENTER OCCUPIED $    540.   I $     540.     I      WITH A TELEPHONE          I      OR MORE PERSONS PER ROOM        430       14  I
I VACANT FOR RENT       $   3140.   I $    3105.     I      AVAILABLE            2172 I 53 COUNT OF FAMILIES                1670       19  I
I--------------------------------------------------------------------------------------------------------------------------I

     RECORDS READ FROM INPUT        2032
```

THE BIOGRAPHY OF A PAINTING

Ben Shahn

"I have already mentioned my personal dislike of generalities. One must ask: is not the universal merely another term for the generality? How can one actually achieve a universality in painting without becoming merely more generalized and abstract? I feel that this question is one which greatly concerns artists. Its resolution will greatly affect the kind of an artist one is to be.

My own approach could only be to ask myself just why it is that I so dislike all statistics and most generalities. The answer that I found was simply that I dislike such material because it is impersonal. In being average to all things, it is particular to none. If we were to attempt to construct an "average American" we would necessarily put together an effigy which would have the common qualities, peculiarities, and unique qualities of no American. It would, like the David Reisman statistical high school student, approximate everyone and resemble no one.

But let us say that the universal is that unique thing which affirms the unique qualities of all things. The universal qualities of all things. The universal experience is that private experience which illuminates the private and personal world in which each of us lives the major part of his life. Thus, in art, the symbol which has vast universality may be some figure drawn from the most remote and inward recesses of consciousness; for it is here that we are unique and sovereign and most wholly aware."

MONOLOGUES

Way #2

We wrote the following monologues and dialogues (poems?) to capture the discussions we have heard at Hotlines, crisis centers and free clinics.

The intent of these writings is to capture the circles and dead ends which often turn up as people struggle to sort out facts, values, opinions, feelings, ideas while they try to answer, "Who shall we serve?"

We have tried to show two ideas in these "poems." One idea is that the same words can be used to discuss "good things and bad things" about services. The second idea is that the logic of how we often figure out the answer to "who shall we serve?" often can lead to "dead ends."

Use this space to try to write a poem or monologue or the logic of your thinking.

Take a risk--these are our first poems too!

DIALOGUES, FOLLOWING R. D. LAING

I

Who should we serve?	The people who *need* us.
Who *needs* us?	The people we *serve*.
Who else *needs* us?	People who are *hurting*.
Who is *hurting*?	People who are lonely, sad, scared -- you know.
Yea, I do, but how do we *serve* them?	By having a service which they can *use.*
But how do we *know* that we've reached them?	When they *use* the service, we know.
But what if they don't use the *service*?	Well, that's their *right*; and we just don't and can't know.

II

Who should we *serve*?	Those who we *know* *how* to serve.
Who are they?	We *know*, don't we.
Yea, but how do we get them to *use* us?	By letting them know we are around and what we can *offer*.
But what if they don't *call* or come in?	Well, we can always *publicize* what we do.
But what if they still don't *come*?	Then we really got a problem!

III

Who should we *serve?*	The people who *need* us.
Who *needs* us?	In general, those who are *hurting*.
How are they *hurting*?	Some are *lonely*, some are sad, some are angry...
	And some I don't know about.

Should we know about these people?	Yep!
How do we find out?	Ask them!
How do we find them to ask them?	Good question! There are a bunch of ways: publicity, different program hours, survey, talking to groups ...
Yea! Ok!	

IV

Who should we serve?	Just youth, no little kids or real old folks.
Why just youth?	Because that's who we want to serve.
Is that the only reason?	Yea -- the only reason that matters!
What kind of answer is that?	Well -- that's what we want to do, what we feel strong about!
OK -- that's cool!	

V

Who should we serve?	Those who have problems with or who just want to rap about sexuality.
Why just them?	Because, that's what we're into.

VI Write your own!

VII

VIII

... Some argue that "who" shall we serve is really "whom" shall we serve.

Does this help?

WHO SHALL WE SERVE?: THEM /A MONOLOGUE

Here we are

This is what we believe

This is what we offer

They are not using us

Is this because --

They don't know about us

or They don't need us

or They don't want to use us

or We put barriers in the way of their using us

or They don't realize what they've got

or They don't understand that we can help with what they need or want or care or hurt about

THEY ARE WRONG! (sick, crazy, stupid, bad, dirty, little)

or

WE ARE WRONG! (sick, crazy, stupid, bad, dirty, little)

Is this because --

What they want isn't what we got

or What they want isn't what we think they need

or We are out of touch --

WE SHOULD CHANGE OR CLOSE

The question of "who shall we serve" can blur into the questions of "who needs us?", "who wants us?" and "who do we need (and want)?".

The question of "who shall we serve?" can blur into the issue of who uses services and the reasons "why?" and "why not?" One way to clear up this issue is seen in the following.

WHY DO PEOPLE USE SERVICES?	WHY DON'T PEOPLE USE SERVICES?
Why They Do Use Services	Why They Don't Use Services
BECAUSE	
they need it	they don't need it
they want it	they don't want it
they're hurting	they're not hurting
the service works	they service doesn't work
the service is in tune	the service is not in tune
the service is free	the service is free (therefore it is not good)
the service is inexpensive	the service is inexpensive (therefore it is not good)
the service costs too much, therefore its good	the service costs too much, therefore its bad
they know about it	they don't know about it
it is anonymous service	it is anonymous service (therefore they will never know me)
you have to give your name	you have to give your name

The next two pieces capture for us the "interior dialogue" in a person as (s)he tries in all honesty to figure out an answer to the original question of "who shall we serve?" This can also be a conversation between people.

We should serve people who need us

People who need us are people who use us

Therefore, we serve the right people

Or People who need us are people who don't use us

But if they don't use us they don't really need us

Therefore: we shouldn't serve the people that need us.

People who need us are people who are in need of us

Or someone like us

Or someone not like us

If they are in need of us or someone like us,

They are good,

And we know what they are like since they are like us

If they are in need of someone not like us

Then they should change,

Or we should change,

But then we won't be like us

And people who need us won't be able to find us

People who need us are people who are troubled about something

Their family

Background

Is not good enough or
They are poor or on
Drugs or
Unemployed or
Pregnant and in need of
Legal advice
Who Shall We Serve?
Needy people live in places that are needy
Therefore if you live in a needy place
You are needy
Since if you weren't needy
You'd live in a place
That wasn't needy.

You live in a place that's needy but you're not
Therefore -- you don't know your needs
Or your needs are different than mine
Or you define them differently.

If you don't know your needs, we can help
If your needs are different we can help
  you change
If you define them differently, we can never
  know each other
We can't help you
You are unpredictable
You need someone not like us

Unless you change and use us and help us

So that we can serve the right people

Therefore, we should expect most of our calls
to come from the bad part of town needy people
should call us.

But they don't

We are ineffective since the people who need
us don't realize they need us

Or they don't know we can serve

Or they are not really in need.

Needy people are not really in need of us

Since they don't know they are needy

We should tell them how needy they are so
they will need us
and use us
so we can serve them
to help them see they are not
all that needy

And then we will be effective.

A very different style is found in the third approach.

DEFINING INFORMATION NEEDS AND WANTS

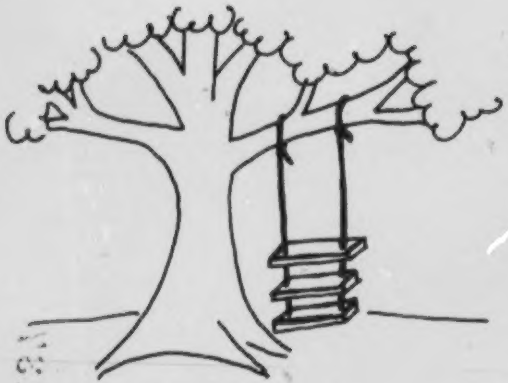
Way #3

A third approach to answering the question of "who shall we serve?" is to define what facts you may want or need in order to arrive at an answer.

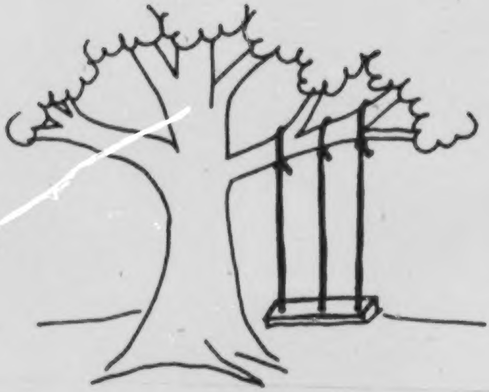
See Values/Beliefs Checklist, Chapter 10, page 52.

This approach is similar to the first one, but differs in that the question "who shall we serve?" is put into the SEM-Antic Mixer's Question Overlay Chamber and reprocessed until it emerges as a question without the word "shall" in it. "Shall" is a cover for the word "should"; "should" is a value question, a legitimate question for sure, but one which to us seems unanswerable until you have some facts to lay against your values.

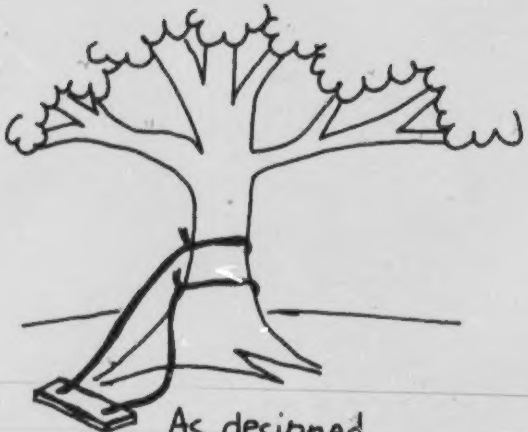
What facts? Those about the people out there!



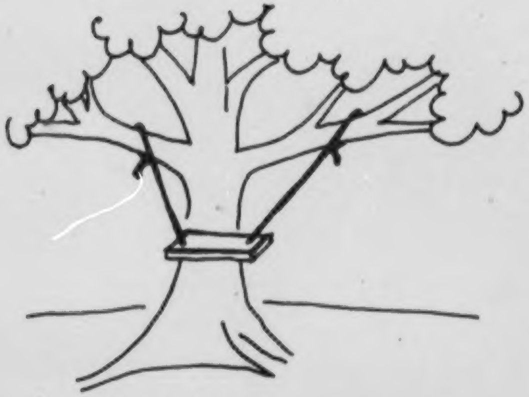
Proposed by the planner



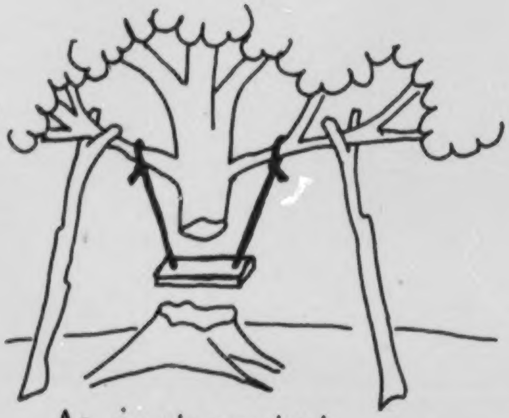
As specified in the plan



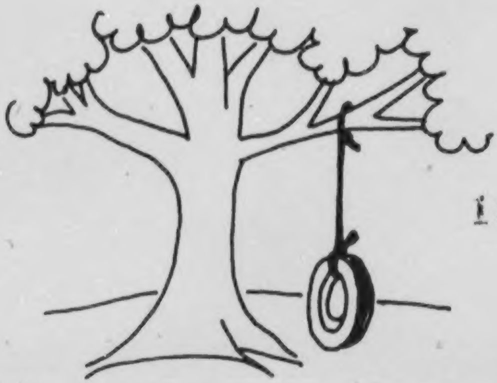
As designed



As funded



As implemented



What the recipient wanted

PART IV

THE VOLUNTEER'S CAREER

Purpose: To introduce the idea and discuss the social career of a volunteer at a Hotline or a Crisis Center.

Chapter:	Page:
18. The Career	109
19. Recruitment	112
20. Screening	118
21. Orientation	128
22. Volunteer Training	134
23. Probation	150
24. On The Line	153
25. In-Service Training	160
26. Exit: The Termination Of A Volunteer Career	162

THE CAREER

Purpose:

This chapter introduces the idea that one can understand the Hotline volunteer as a person who goes through a series of stages in becoming a part of Hotline.

Words	Questions
process	What is a Hotline volunteer?
movement	How does a person become a member of Hotline?
socialization	How do we evaluate the Hotline listener?
recruitment	
screening	
orientation	
training	
probation	
on the line	
in-service training	
termination	

This chapter explores the sequence of stages through which a person must pass in order to become and to be accepted as a listener. This series of stages is a process of trying to become, becoming and being. It is a social-psychological process which extends over the whole time and a person seeks to be, is, and leaves the Hotline. Many people who are concerned about Hotline program evaluation might immediately focus on the training stages as the place to begin the evaluation. However, the approach presented in this Handbook conceives of being a Volunteer as an ongoing active process--a personal and social process of learning about, of believing and behaving "like" a Volunteer. Thus, we begin with the person's initial contact with the phone service.

See Chapter 33 on Publicity, page 246.

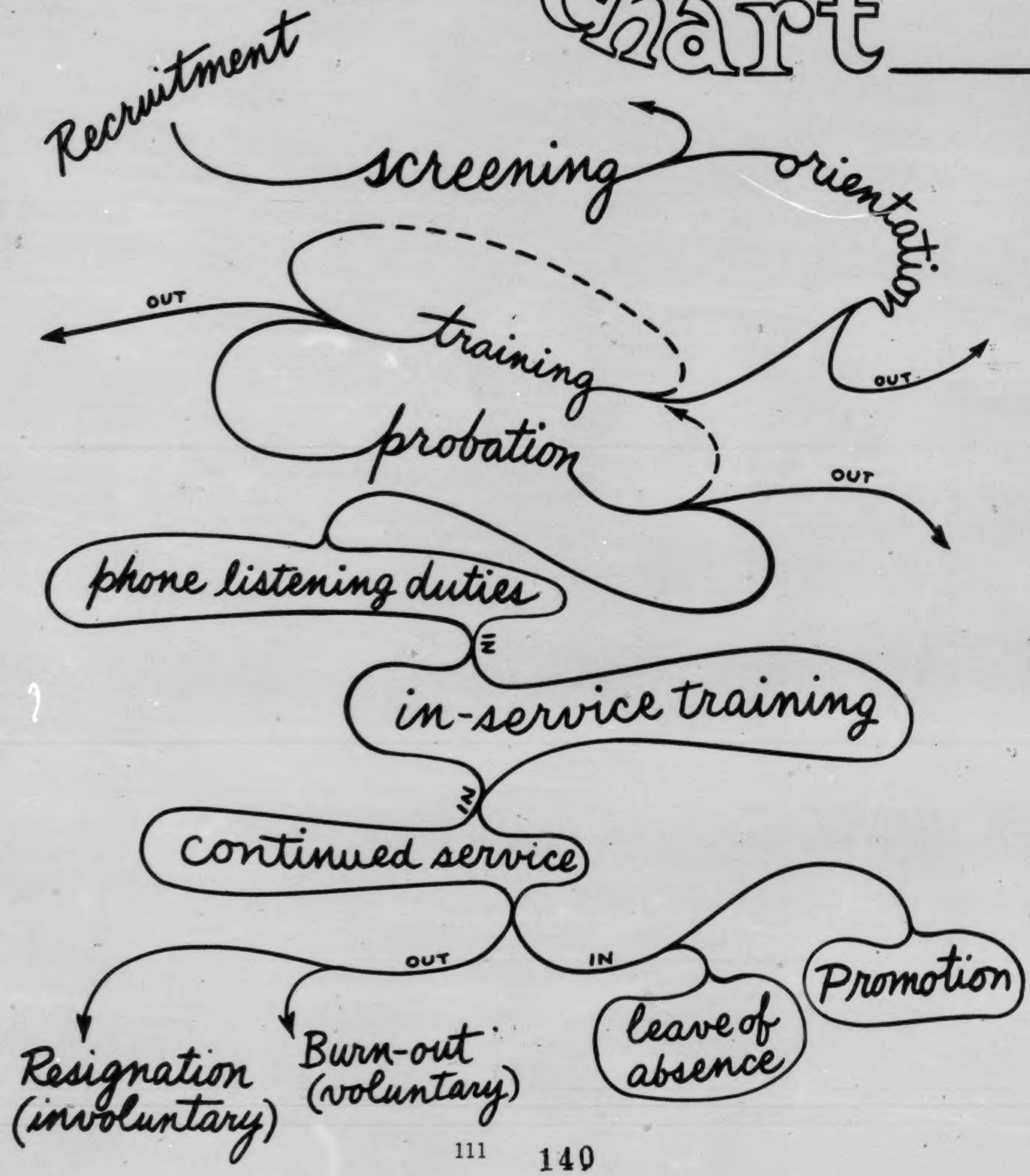
This begins the recruitment stage (and it usually follows awareness and decision stages). This stage and the subsequent career stages are interconnected. The activities during one of these stages will effect both the preceding and succeeding stages in the volunteer's career. It is necessary to view training as an important experience for the volunteer, but one which is part of a larger, longer process--the volunteer career.

See Flow Chart, page 111.

There are a number of decision points in the volunteer's Hotline career where the volunteer can "enter into" or "exit from" the Hotline. The following chapters will enumerate several sets of criteria used by Hotline staff to evaluate the "qualities" of the volunteer--as a person and as a member of the Hotline.

For general references see Goffman, 1961 and Glaser, 1968.

Flowchart


Recruitment
screening
orientation
OUT
training
OUT
probation
OUT
phone listening duties
IN
in-service training
IN
continued service
OUT
IN
Resignation (involuntary)
Burn-out (voluntary)
leave of absence
Promotion

RECRUITMENT

Purpose:

Making initial contact with potential volunteer listeners is an important component of the establishment and maintenance of an effective phone service. This chapter presents a number of questions regarding the recruitment process.

Words	Questions
volunteer	How many listeners do we need to answer the phones each month?
publicity	Who do we recruit as listeners?
recruit	Where do we recruit?
requirements	When do we recruit?
application	Who does the recruiting?
promotion	How effective are our recruitment efforts?
needs	

Hotlines use a number of ways to find and recruit volunteer listeners, i.e., personal recommendation by a current Hotline volunteer; promotional and recruitment efforts in schools, churches, and other community service organizations; public advertising for potential volunteers; and direct requests from people who have heard about Hotline and would like to volunteer their services.

See Chapter 33, Publicity page 246.

A number of questions immediately come to mind when talking or thinking about recruitment of staff and volunteers and the effectiveness of such a program. There are some questions which are primary ones and others which are secondary. All of these questions are interrelated and

VOLUNTEERS NEEDED

West Suburban Community Hot Line needs volunteers to man the phones. If you are interested in helping people in need we're interested in talking with you. Please call 835-4454 & leave name & telephone number & we will contact you.

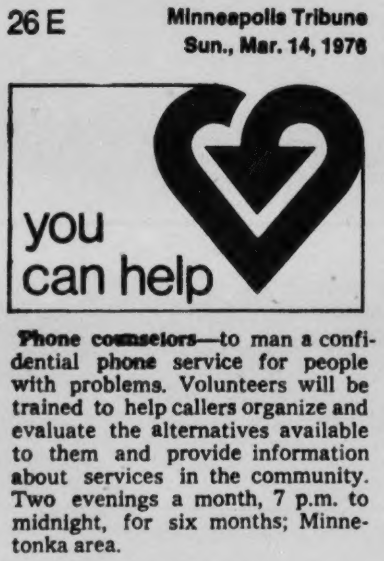
answering one will lead to another question or series of questions.

Primary How many listeners do we need to answer the phones each month?

Secondary What are our policies regarding the amount of phone service we will provide, e.g., shift length, hours of operation, etc.? How many phone lines do we have? How many volunteers will staff each shift? When do we receive the most calls and thus need the most help? Are there any other circumstances which tend to deplete the reserve of volunteers over a period of time, e.g., school schedules, holidays, vacations?

Primary Who do we recruit as listeners?

Secondary What are our basic requirements, i.e., age, sex, race, time commitment, education, profession, personal experience, etc.?



26 E Minneapolis Tribune
Sun., Mar. 14, 1976

you can help

Phone counselors—to man a confidential phone service for people with problems. Volunteers will be trained to help callers organize and evaluate the alternatives available to them and provide information about services in the community. Two evenings a month, 7 p.m. to midnight, for six months; Minnetonka area.

One Hotline had a recruitment policy which required personal recommendations from listeners already on the line. Volunteers recommended that certain individuals would make good listeners. In the past they had used other procedures such as a public relations campaign over radio and t.v. which encouraged people to volunteer. From time to time people interested in volunteering have called the Hotline, and the procedure included sending these persons an application form and requesting two references, who would recommend them as phone listeners. This procedure was quickly abandoned because the Hotline staff found it difficult to evaluate the reference from an unknown person about another unknown person. Also this Hotline emphasized the maintenance of the secrecy of its location and this procedure appeared to jeopardize their security. The procedure of sending out applications was dropped and personal recommendation from Hotline members reinstated, in spite of the fact that this was a slow and inefficient process.

Primary Where do we recruit?

Secondary Where can we find volunteers?, e.g., schools, churches, the street, from other volunteers.

A Hotline was considering new ways of recruiting volunteers. A staff member suggested that the strategy used by the armed services and traditional industrial organizations could serve as a guide. Maybe, actively seeking out volunteers by sending speakers to particular clubs or organizations expressing a need for more volunteers might generate some potential volunteers for the line. It might be profitable to speak to students in psychology, sociology, and communication classes at the surrounding high schools and colleges. Another strategy proposed was to approach other human service agencies who may receive requests from community people or clients about where they could volunteer their time and skills. Although these other agencies may not have a volunteer program, they could channel people toward Hotline, if aware of Hotline's need for more volunteers.

Primary When do we recruit?

Secondary When can we find volunteers?, e.g., when they're *not* busy, when we're *too* busy, when we're *not* busy, during business or school hours, beginning of the school term, etc. When is our training session to be held? Do we have a regular and fixed time schedule for orientation and training? i.e., once a month, twice a month, once every two months. When are we doing other promotional efforts and/or speaking engagements?

Primary

Who does the recruiting?

Secondary

Who will make initial contact with the potential listener?, e.g., a listener, the Hotline director, training director, recruitment coordinator, etc. What will the initial contact person say to the person interested in volunteering? i.e., answer questions, give training information, pass on the information to another staff person, etc. Is someone responsible for keeping a list of potential volunteers? Is someone responsible for letting the interested person know when screening, orientation and training will be done?

Primary

How effective are our recruitment efforts?

Secondary

How many people respond to the request for volunteers? What type of people respond? How many initial contacts with possible volunteers actually result in orientation and training? How many recruits successfully fulfill the training requirements?

Volunteers often are satisfied consumers of Hotline. Callers who have found that the Hotline is effective for their own problems frequently feel that it would be worthwhile to become listeners themselves. Thus a goodly percentage of the Hotline roster consists of former callers, as well as people looking for some kind of counseling experience with future plans for fields like Social Work and Psychology. Volunteer listeners also are sometimes people looking for a way to meet other people, to "tune-in" and get involved, thus deriving some personal therapeutic effects from their experiences at Hotline.

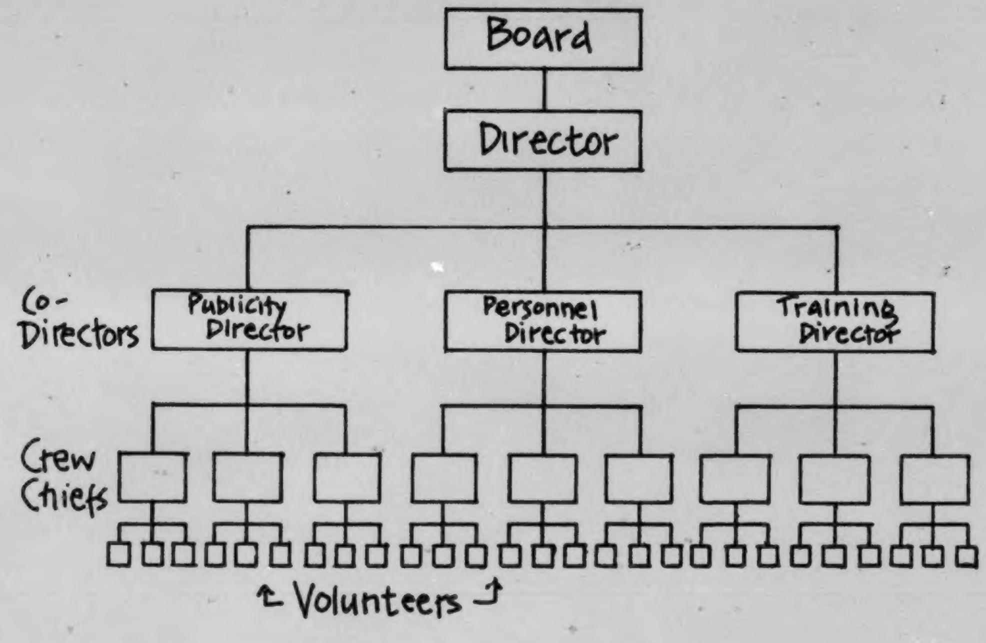
By answering the above questions as clearly and specifically as possible you can monitor each aspect of the recruitment process. Answering most of the secondary questions listed above will provide a guide to designating those specific criteria, requirements, and standards which are important to each Hotline in recruiting qualified volunteers. Evaluating the effectiveness of the recruitment efforts and process will depend on whether the actions taken by the Hotline staff have met these criteria. If they have, then the recruitment process can be judged as "successful;" if not then alternative actions may be considered.

One Hotline in order to meet a drastic shortage of volunteer listeners, requested each current Hotline member to bring in a potential listener, in a "buddy system" fashion. Also more frequent training sessions were considered, e.g., monthly.

Two ways to visualize "being a volunteer" are shown on the next page.

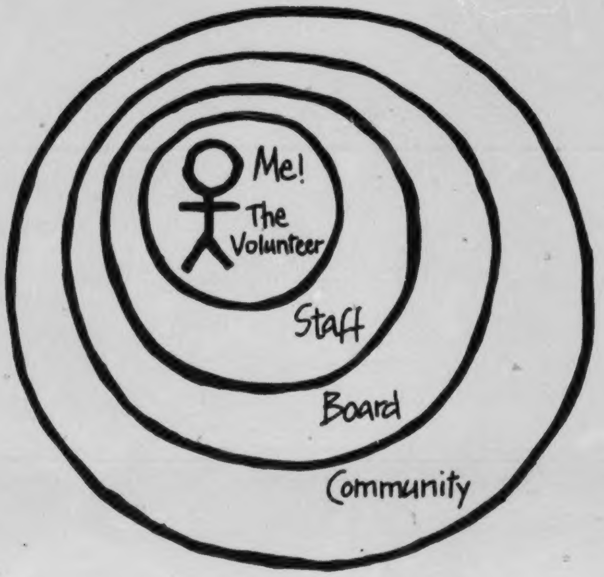
On Being A Volunteer

View 1


Board
Director
Co-Directors
Publicity Director
Personnel Director
Training Director
Crew Chiefs
Volunteers

On Being A Volunteer

View 2


Me!
The Volunteer
Staff
Board
Community

SCREENING

Purpose:

This chapter will more clearly differentiate the screening step from the other steps in the Hotline volunteer's career.

Words

- select
- criteria
- requirements
- acceptance
- "weed out"
- rejection
- interview
- questionnaire

Questions

Does Hotline require that an application questionnaire be completed by recruits?

What are Hotline's basic volunteer requirements?

Does the Hotline have educational requirements?

What are the basic desirable characteristics for a Hotline listener?

How many recruits does Hotline "screen out?"

Hotlines vary greatly in their initial screening procedures. Some have established a formal screening procedure as a specific sequential step in the volunteer's career. Most have used the training procedure itself as a screening device.

See McCord, 1972.

The primary purpose of the "screening" step is to "select in" or accept those people who would be appropriate as Hotline volunteer listeners. It is oftentimes difficult for Hotlines to specify those basic criteria which are necessary for being a volunteer listener. The volunteer will need certain personal characteristics and technical skills to perform his/her duties as a listener. Most Hotlines see a need to do some kind of initial screening

Note: It is often easier to define the screening step in the negative, i.e., select out or reject.

which can be informal or formal, a one-to-one interview or group situation, with or without the assistance of a mental health professional, and with or without psychological testing, it would appear helpful for Hotline staff to make the screening criteria more explicit.

See References

Answering these questions will help outline those criteria for both personal attributes and organizational skills:

See Sample Forms, pages 121-125.

1. Do you require an application questionnaire to be completed?

One Hotline screening questionnaire included the following questions:

(a) Why are you interested in working at Hotline rather than some other organization which relies on volunteer staff?

(b) What do you expect to gain personally from working at Hotline?

(c) Have you had any past experience which you feel would help you to be an effective listener on a crisis phone?

(d) As a result of the above experiences, what did you learn about yourself and about relating to other people?

(e) Are you aware of any of your own hangups or personal feelings that might influence you as a volunteer phone listener? Explain.

(f) What personal qualities do you feel are important for a person answering a crisis phone?

2. What are Hotline's basic volunteer requirements?

See Chapter 19, Recruitment, page 112; Chapter 22, Volunteer Training, page 134.

3. Does the Hotline have educational requirements? What are they?

4. What are the basic "desirable" personality characteristics for a Hotline listener?

5. What are the undesirable characteristics which might "screen out" a recruit prior to the training program?

At one Youth Crisis Center about 1/6th of all initial recruits were screened out either before or during training. Four things could happen if a person was screened out. a) A trainer may take this person on a one-to-one basis and work with him or her, or possibly refer him to an agency for help and personal growth so that they could be better listeners who are "in touch" with where they are right now. b) The person who was screened out might be referred to the training director for further consultation or outside referral. c) The person might be asked to come back and re-train after a period of time which could allow for some integration and digestion of the training material presented. The person could also get a sense of their present situation and their commitment to being a phone listener. The staff of the Youth Crisis Service estimated that approximately 1/3rd of the persons asked to re-train are later accepted as listeners. d) Finally, the person may not be followed-up at all. This option often leads to a good deal of hostility and anger about being rejected, not just as a volunteer, but also as a person.

Note: Even recruits found to be unsuitable for Hotline work should be treated with respect and courtesy. (A value statement)

Again, the screening procedures for Hotline recruits directly influence the probability of establishing an effective training program, and in turn, maintaining an effective group of volunteer listeners for the phone serve. Select a screening procedure which is in agreement with the organization's policies and objectives, as well as one which is both efficient and effective in regard to staff resources.

The following are some examples of initial screening forms used by Hotlines:

Headquarters, Incorporated

New Volunteer Questionnaire

Name: ____________________

Address: ____________________

____

Phone numbers (Both yours & other people who know where you are or you are with often) ____________________

____

How long have you lived in Lawrence? ____________________

How long do you expect to be in Lawrence? ____________________

What conflicts do you have which would take precedence over Headquarters?

____

When can you work at Headquarters (days & hours)? ____________________

____

In what capacities do you wish to be involved in Headquarters? ____________________

____

Have you done other volunteer or social work? ____________________

How did you learn about Headquarters? ____________________

____

If married, how does your spouse feel about your volunteering? ____________________

____

- -

Please answer the following questions on a separate paper.

What do you know about Headquarters?

Why are you interested in working at Headquarters?

What personality characteristics and personal experiences make you feel qualified as a Headquarter's volunteer?

Are you a lonely person? How do you deal with loneliness?

What do you most dislike about yourself?

Headquarters, Incorporated
Lawrence, Kansas

VOLUNTEER PHONE AIDE INTERVIEW

FREDERICKSBURG AREA HOT LINE, INC.

NAME______________________________ INTERVIEW DATE______________

ADDRESS____

PHONE__________________ __________________ MARRIED_____ SINGLE_____
(home) (business) CHILDREN_____ AGES__________

DATE OF BIRTH______________________________

OCCUPATION____
(if student, year, major and school)

EDUCATIONAL BACKGROUND____

CHARACTER REFERENCES:

NAME______________________________
ADDRESS AND/OR PHONE____
RELATION TO APPLICANT____
RESPONSE____

NAME______________________________
ADDRESS AND/OR PHONE____
RELATION TO APPLICANT____
RESPONSE____

NAME______________________________
ADDRESS AND/OR PHONE____
RELATION TO APPLICANT____
RESPONSE____

COMMITTMENT:

CAN YOU WORK AT LEAST 6 MONTHS? YES___ NO___ IF NO, WHY NOT?___________
____

CAN YOU WORK AT LEAST 1 FOUR HOUR SHIFT A WEEK? YES___ NO___ IF NO, WHY NOT?
____

CAN YOU ATTEND AT LEAST 1 MEETING A MONTH? YES___ NO___ IF NO, WHY NOT?______
____

TIMES AVAILABLE AND/OR OBJECTIONABLE
____
____
____

MOTIVATION:
____
____
____

PAST VOLUNTEER EXPERIENCES: (Why? How Long? Enjoy it?)

PERSONAL HANG UPS:

PROBLEM AREAS: (Abortion, Homosexuality, Suicide, Drug Abuse, Therapy)

VALUES, GOALS, LIFESTYLE:

DO YOU FEEL THAT A VOLUNTEER POSITION IS LESS IMPORTANT THAN A SALARIED ONE?

COMMENTS:

(interviewer)

(Date of Training)

NEW VOLUNTEER PHONE INTERVIEW
YOUTH EMERGENCY SERVICE
Minneapolis, MN.

Date:__________________ Y.E.S. Interviewer:____________________

NAME:________________________________ Age:_______ Home Phone:________________
Address: Work Phone:________________
____

COMMITMENT:

1. How long a commitment can you make to work at Y.E.S.?____________________
(Y.E.S. asks at least a 6 month commitment)

2. Can you work two, four hour shifts per week?_____ Can you attend 1 out of 2 Y.E.S. staff meetings a month? (Y.E.S. staff meetings are largely retraining & updating sessions for volunteers)__________

What times are you generally available to work at Y.E.S.?
1 - 6 A.M.__________ 10 - 2 P.M.__________ 6 - 10 P.M.__________
6 - 10 A.M.__________ 2 - 6 P.M.__________ 10 P.M. - 1 A.M.__________

MOTIVATION:

1. Why are you interested in working at Y.E.S.; rather than some other organization which relies on volunteer staff?

2. What do you expect to gain personally from working at Y.E.S.?

3. Have you had any past experiences which you feel would help you to be an effective and empathetic listener on the crisis phones?

4. What did you learn about yourself and about relating to other people? (*Follow-through from question #3)

5. Are you aware of any of your own "handicaps" or problems as a person that might make it difficult for you to be an effective phone volunteer?

Is prospective new volunteer open and honest about his own feelings?___________
Is prospective new volunteer aware and sensitive to the feelings of others?_____

SEX AND SEX-RELATED:

Y.E.S makes many medical referrals. Most of our medical referrals are for V.D. testing and treatment, pregnancy testing, and birth control. We also make many counseling referrals for "problem" pregnancies. Many times we just rap with people about relationship hassles with their sexual partners. So, it is very important that you be comfortable, knowledgeable, and sensitive to the whole area of sexuality. Where are you at as a person on women's liberation, gay liberation, and your own sexuality?

Is prospective new volunteer open to their own sexual feelings, conflicts, and problems?_______________
Can prospective new volunteer accept a variety of sexual behavior?______________
Can prospective new volunteer deal with others who may be different, gay, or considered sexually deviant by society?______________
How aware is new volunteer to changing sex-related roles?_____________

DRUGS:
16% of our calls at Y.E.S. are drug-related, so its important that you be well-acquainted with the drug scene. Could you explain to me the "pro's" (i.e., reasons for ingesting, pleasurable effects, attitudinal and cultural values supporting drug use) and the "con's" (i.e., potential for psychological and physical dependence, illegality, possible dangers) of "drugs":

Some example "drugs" to use are stimulants (nicotine, caffeine, amphetamines, cocaine), depressants (alcohol, barbiturates, tranquilizers, and some cough syrups), narcotics (opium, morphine, codeine, heroin, dilaudid, demerol, methadone), marijuana, hashish, T.H.C., hallucinogens (L.S.D., mescaline, psyilocybin, D.M.T., S.T.P.), inhalants.

Does prospective new volunteer have an adequate knowledge of both street and technical information on drugs?_______________

Can prospective new volunteer deal effectively and knowledgeably with "drug experiences", such as a tripper or a speeder or a smack freak?__________________

- -

RADICAL AWARENESS:
What do you see happening in our country and the rest of the world right now? And you do you feel about it?

Does prospective new volunteer seem to have an adequate knowledge and understanding of "why" there are "alternative" life styles?

- -

VALUES, LIFESTYLES, GOALS:
Talk with the prospective new volunteer and try to discover their goals, likes, dislikes and values. What kind of a lifestyle do they have? Why?

Do you feel comfortable with the way the prospective new volunteer responded?_____

- -

FINAL DECISION:
Is the prospective new volunteer generally open, honest, flexible?________________

Is the prospective new volunteer non-judgemental and non-advice giving?___________

Would you want this person working with you on a shift?_______________

Did you invite the person to the new volunteer orientation-training day?__________

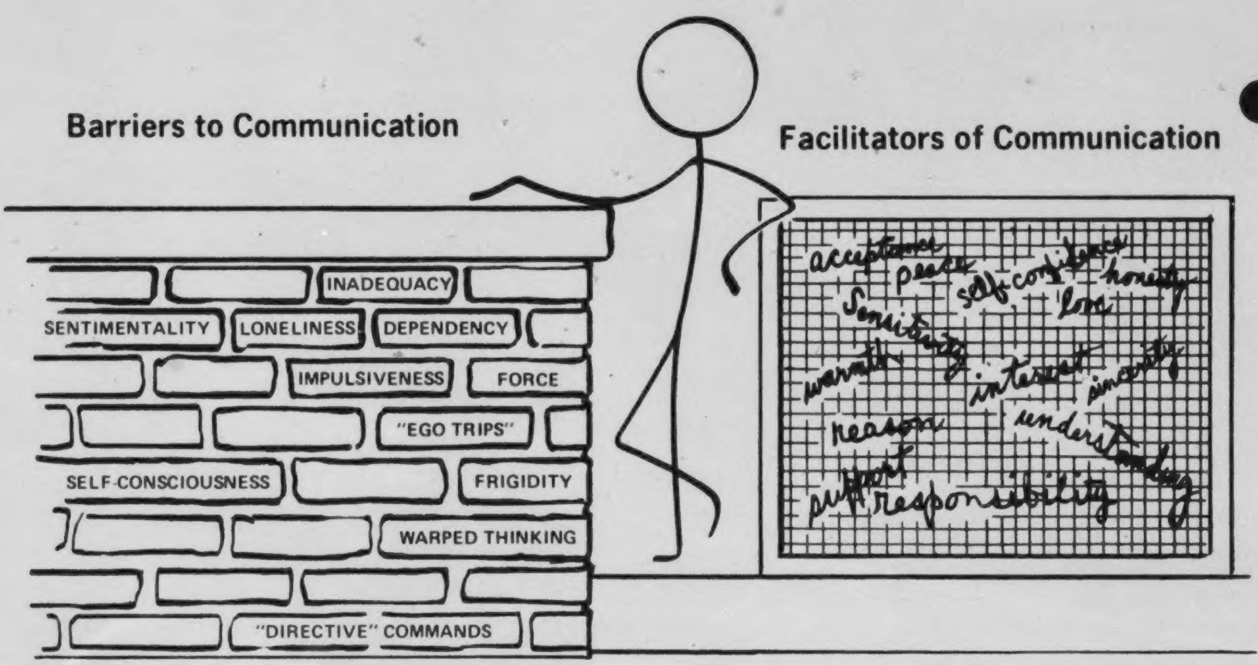
Special comments:

*****If you invited the person to attend the training day----it is the second Saturday of each month. It begins at 10 A.M. and usually runs until 5 P.M. It is held at Mayflower Church, 5500 Stevens Ave. So., in Mpls. They should dress as comfortably as they want to, since we sit around on the floor most of the day. They should also either bring money to go out to eat at lunch with other new volunteers, or bring something along to eat. They will receive a "reminder" call shortly before the session they are to attend from Mary G.

For some comparative information about what other Hotlines and crisis phone services do regarding screening see Bibliography, McCord, 1972 Fisher, 1973.

It is difficult for many Hotlines to verbalize those negative characteristics which would exclude a person as an effective phone listener. Yet there are, indeed, some characteristics which would make it difficult for a person to be an effective Hotline listener. Many of these negative characteristics are related to roadblocks or barriers to communication.

The following diagram might be helpful in thinking about some barriers and facilitators to clear communication.


Barriers to Communication
Facilitators of Communication
INADEQUACY
SENTIMENTALITY
LONELINESS
DEPENDENCY
IMPULSIVENESS
FORCE
"EGO TRIPS"
SELF-CONSCIOUSNESS
FRIGIDITY
WARPED THINKING
"DIRECTIVE" COMMANDS
acceptance
peace
self-confidence
honesty
Sensitivity
love
warmth
interest
sincerity
reason
understanding
support
responsibility

See Chapter 30, Organizational Development, page 214.

Even where recruitment is done on the basis of individual, personal selection of potential volunteers, there is a need to establish a procedure for selecting persons regardless of personal friendship or professional ties. This procedure will be related to the agency's own value system and rules of operation.

ORIENTATION

Purpose:

This chapter will present the orientation component of a Hotline volunteer's career. Orientation is often an introduction to the crisis phone service operation and an exchange of expectations for both the potential volunteers and the Hotline staff.

Words	Questions
preservice	What are the rules and policies of Hotline?
expectations	What do recruits need to know about Hotline?
rules	What are the expectations of the Hotline recruits?
policies	What does the Hotline staff expect of the recruits?
introduction	
explanation	

The orientation session is often viewed as preservice training or an initial stage of the more formal training procedure. It may be done in a one-to-one or group interview or in a formal orientation class. In order to perform its function, the orientation must be consistent with the policies of the Hotline, and the screening and formal training steps.

See Chapter 20, Screening, page 118;
See Chapter 22, Volunteer Training, page 134.

One youth crisis center had to deal with the changing kinds of problems received on their phone lines. The trend was away from the drug and suicide crises to more long-standing personal problems such as loneliness. A couple of volunteers on the phone line stated that they had not expected to handle crises every minute they were on the line and that they enjoyed just talking with people and being there to listen to people. However, two other volunteers felt that the expectations given in the training sessions were somewhat unrealistic in regard to the kind of phone calls actually occurring on the line. In fact, suicide and drug overdose calls are rare

Note: This is a common phenomenon at many Hotlines.

events and loneliness and interpersonal concerns are more common.

The orientation stage provides an opportunity for the staff and recruits to ask and answer a number of questions about Hotline and about themselves. For example:

1. What is Hotline?
2. Who are you?
3. What does Hotline do?
4. Who calls Hotline?
5. What does a listener do?

The orientation step is often viewed as an introductory segment of more formal training.

"How do you handle a suicide call? That would really freak me out, that would really panic me!" One potential listener said this before a training session. Other questions raised by this group of trainees included: "Can we as listeners give solutions?" "Should we be judgmental?" "Whose responsibility is it?"

6. How often do volunteers work?
7. What kind of training do volunteers have?
8. How long can or must a volunteer be a part of Hotline?
9. What does the staff, board of directors, supervisors, etc., do?

The content of the orientation procedures generally focuses on rules and regulations of the organization. These rules provide a framework within which the volunteer and the Hotline staff can make a commitment or mutual "contract" to go on to the training process.

One training director pointed out that the manner of answering the phone was a set procedure not to be violated, e.g., "Hotline, can I help you?" This opening was to be done with a friendly and inviting tone.

She also placed a great deal of emphasis on her expectations for volunteers to show up when they signed up. "Hotline needs to maintain its credibility with the community by providing consistent and responsible service."

Egads! Not our style!

One phone service labelled "no shows," i.e., volunteers who missed shifts without notifying anyone, "The lowest form of animal life!"

Orientation is also an opportunity to create trust and rapport between Hotline staff and potential listeners in order to assess the more personal characteristics possessed by each participant in the training process.

Mary, an elementary school teacher, who was training as a Hotline volunteer said: "If a caller called in and I wasn't able to relate to the problem, I feel that I would be honest enough to make a referral to somebody else. I might not understand but somebody else will."

Note: These are good examples of "values -in-action" even though these are presented here as techniques and as good advice.

See Chapter 10, Values Checklist, page 48.

Training directions from one Youth Crisis Center included: "Ask questions only if they will lead to a deeper understanding of how the caller is feeling. The callers who call in are lonely sometimes and seem to be confused, and will approach the listener with a "You don't care about me!" attitude. The listener needs to provide accurate feedback and warm empathy. Firing questions at a caller can be interpreted as a threat. However, the listener shouldn't be trapped into attempting to either persuade or change a caller's mind. It is the caller who is responsible for his behavior and feelings, not the listener."

The following pages are three examples of objectives and policy statements used by some Hotlines.

Example I

HOTLINE OBJECTIVES

Hotline hopes to provide encouragement and assistance by telephone to all people who need a sympathetic listener, but who do not want to identify themselves.

A staff of anonymous listeners has been trained to remain unjudgmental, to give encouragement, offer alternatives or direct those who need it to professional counsel.

This plan has been tried in other communities across the country and found to be one bridge which crosses the generation gap. It helps adults and young people to understand each other, and serves to alert members of the community to its needs.

The Hotline number is --- ----. The hours are 4:00 p.m. to 1:00 a.m.... seven days a week.

We try to:

1) Encourage Involvement of parents and children in responsible family roles.

2) Encourage members of our community to provide assistance, especially by acting as "resource persons" to be called upon for advice regarding special problems.

3) Be prepared to answer a broad spectrum of calls, using common sense, tact, and sympathy.

4) Discourage the abuse of all drugs by providing knowledge and honest answers.

5) Help the caller organize and evaluate the alternatives available to him and provide information about resource services in the community for dealing with human problems.

6) Recognize the need to deal openly with ALL sexual attitudes.

We provide:
1) A "listening ear" for any individual who is lonely.
2) A "listening ear" for the often neglected old person who may have a need to chat.
3) A "listening ear" for anyone who just wants to rap.

We agree to:
1) Receive specified training.
2) Preserve anonymity of listeners and callers.
3) Try to remain objective and avoid emotional involvement.
4) Work as a team.

Example II

OBJECTIVES OF A HOTLINE SERVICE

Missions Unique to Hotline Services:

1) Offer those who wish to maintain anonymity an opportunity for counseling and/or referral assistance.

2) Provide counseling, emotional support, or referral assistance at the time when a person experiences a crisis.

Duplicatory Missions: (Such missions are also carried by other programs but acceptable as objectives if the hotlines uses procedures that lead to greater effectiveness than other programs having the same objectives or if such other programs are not locally available)

1) Aid individuals in clarifying the nature of their needs for human services by providing a personalized, comprehensive referral service.

2) For a hotline willing to accept repeated contacts from individuals, provide readily available source for brief, therapeutic contacts.

Secondary Objectives:

1) Compile information on the nature and extensiveness of community problems, and on the availability and acceptability of such services. This information can be applied to planning, service development and education of service providers.

2) Offer an opportunity for training volunteers, paraprofessionals and new professionals or students in developing comprehensive information on services, in providing crisis-oriented services, and in providing sensitive therapeutic encounters.

3) As a hotline becomes well known, telephone operators, police, doctors, clergy and the like should receive less requests for responding to emotional crises and have a resource for referral of any such requests. Consequently, disruption of the normal responsibilities of such individuals should be decreased.

Example III

HOTLINE POLICIES

Hotline Listeners cannot assume responsibility for another person, nor can we really know how he feels. We can report to him how he sounds to us--whether he comes across to us as happy, angry, sad, fearful--but we can't tell him how he should feel. We can understand and accept his feelings, but we can't "fix" him. If he is dissatisfied with his present situation or behavior, we can discuss alternative courses or other resources. The choice is his.

For the protection of both the Listener and the Caller, the following Hotline policies have been in force since the service began. No Listener is allowed to make any exceptions. Observance of these policies is extremely important:

1. Do not give out any names, phone numbers, addresses.
2. Never handle a call from your home phone.
3. Never arrange to meet a caller, under any circumstances. This includes suicide calls.
4. Do not give any information which may reveal the location of the line.
5. Do not bring anyone to the Line who is not a Hotline member. Under no circumstances is anyone who is not a trained Hotline member to answer the phone, even if well qualified. He does not know our policies, our resources, our current calls.
6. Do not give out schedule information.
7. In the case of a suicide call, try to obtain name and address. Read the Suicide Prevention booklet. Do not get trapped into "proving you care." If help is needed, intervention may be provided by police or, possibly, a minister on Crisis Intervention Team (see rotary file). You may want to call Suicide Prevention Center at Metro Hospital, discuss the care with them, and try to make arrangements to transport the suicidal person to General--if the person will agree to go to the Center for Counseling.
8. If you expect to visit the Line on a night other than your regularly scheduled night call the Listeners on duty to arrange for them to let you in. No one is to go to the door unless he expects another Listener.
9. Keep doors locked. Be discreet with key information.

* * * *

VOLUNTEER TRAINING

Purpose:

This chapter presents some thoughts and questions regarding the training of the potential volunteer.

Words

- educate
- teach
- practice
- supervise
- inform
- develop
- expected outcomes
- purposes
- aims
- committee
- experts
- consultants
- discussion
- role-play
- lecture

See McCord, 1972

Questions

- Who should be trained?
- Who should train?
- How should we train?
- When should we train?
- Where should we train?
- What are our training goals?
- How good is our training?

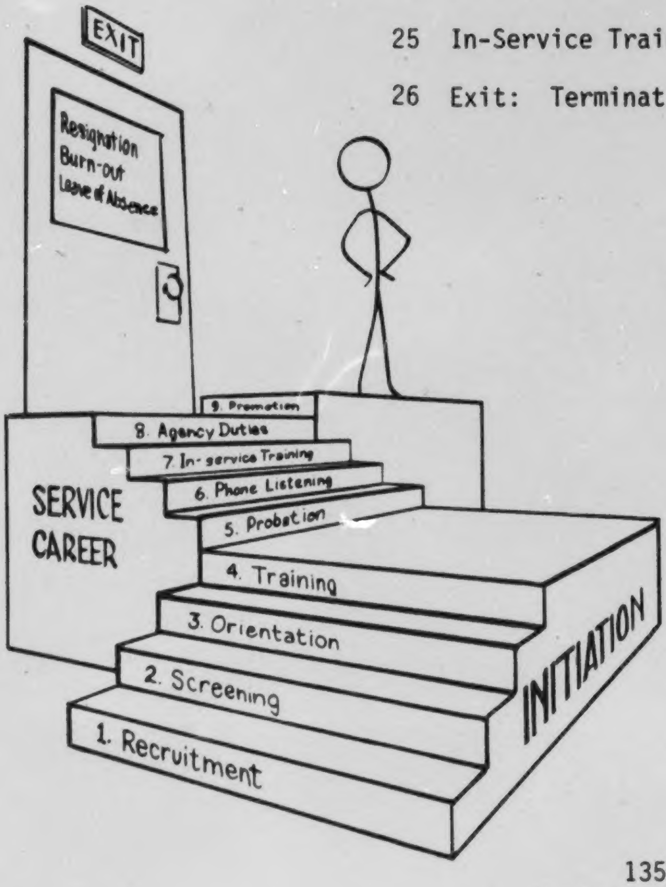
Adequate training is frequently seen by many Hotlines and crisis phone services as the most important process influencing the effectiveness of their services. It is reasonable to assume that the better prepared a phone listener is to handle Hotline calls, the more effective his/her listening behavior will be while answering the phones. Over 80% of the Hotlines surveyed in one study used some form of formal pre-service training process. Training often appears to be a logical place to start an evaluation program because it represents the formal starting point of beginning a volunteer's involvement with the organization. However, the training of the volunteer can be considered as only one step in the many steps of a volunteer's career. This step is linked to others which both precede and follow the training itself. This view of the socialization process of the volunteer thus allows evaluation to begin earlier in his/her career.

See Diagram below.

These other career stages are discussed elsewhere in this Handbook:

See Chapter:

19 Recruitment
20 Screening
21 Orientation
22 Training
23 Probation
24 On The Line
25 In-Service Training
26 Exit: Termination of the Volunteer's Career


EXIT
Resignation
Burn-out
Leave of Absence
SERVICE CAREER
9. Promotion
8. Agency Duties
7. In-service Training
6. Phone Listening
5. Probation
4. Training
3. Orientation
2. Screening
1. Recruitment
INITIATION

There are several questions which can be asked regarding the training of Hotline volunteers:

Who should be trained?

Who should train?

How should we train?

When should we train?

How often should we have training sessions?

Where should we train?

What are our training goals?

How good is our training?

See SEM-Antic Mixer Machine, page 31.

You probably have other questions of your own. If so, write down your questions and use the SEM-Antic Mixer to find out whether they are good questions.

What are our training goals?

See Chapter 14, Who Shall We Serve?, page 75.

The purpose of the training process will be influenced by the goals, objectives, philosophy, and service policies of the Hotline, as well as by the definition of the term "training."

"To train" can mean:

to educate/teach

to practice

to supervise

to inform

to develop

Each of these activities contain some type of content:

Activity	Content
to teach	drugs, sex, family problems, V.D., suicide
to practice	listening, feeling, thinking
to supervise	tuning in, reflecting feelings
to inform	community resources, policies, rules, responsibilities
to develop	listening skills, self-awareness (insight), understanding of others (empathy)

The word "goal" refers to:

expected outcomes
objectives
purposes
ends
aims

"We expect to teach, practice, supervise, inform, and develop these content areas (facts, ideas, and skills) to allow the training candidate to become an effective Hotline listener."

Who should be trained?

Often, Hotline programs would answer this question in the following way:

"Those persons who have been:

See Chapter 19 page 112 (a) recruited
See Chapter 20 page 118 & (b) screened
See Chapter 21, page 128 & (c) oriented

will be designated as candidates for Hotline training.

Who should train?

Those persons who are able to teach, practice, supervise, inform, and develop those facts, ideas and skills needed by a Hotline listener, will be designated as trainers.

The director of a large metropolitan youth crisis service expressed some of the concerns that arise in regard to trainers. "There is sometimes a tendency among the trainers to try to work out some of their own personal difficulties within the training group. We do have regular monthly meetings for our training staff and try to sensitize them to not laying on some of their own hangups or unresolved difficulties within the training session. It is inappropriate to work on their own personal problems during the role-playing with new volunteers. We safe-guard against this by having at least two trainers with each training group. However, it is an occupational hazard, when dealing with feelings to sometimes slip into getting into your own feelings and biases which would be inappropriate for training purposes.

Trainers can be:

Inside the Hotline	Outside the Hotline
The Training Committees	Experts from Other Services
Trained Listeners	Professional Consultants

How should we train?

The methods or techniques used in training vary from agency to agency.

See McCord, 1972

In one study the investigator listed those techniques most frequently used in formal, pre-service training programs for telephone listeners:

Technique	Percent of Hotlines (N = 253)* Using the Technique
discussion	40%
role-playing	39%
lecture	35%
answering phone under supervision	33%
observing staff during working hours	32%
sensitivity training	22%
listening to tapes	20%
films	10%

*Note: Many of these programs used more than one technique for training.

One Hotline frequently uses a role-playing technique or "triad" grouping. In the triad, two people sit back to back, one person being the caller and one the listener. The third person acts as an observer. The person playing the caller presents a problem which is somewhat grounded in his own experience so that it could be perceived as a real problem of some sort, and thus the person playing the listener could actually deal with and react to a problem in "real life." Some of the problems include: drug use, feelings of loneliness and suicide, legal concerns, etc.

After the simulated phone conversation ends, the observer critiques the call along with the two role-players.

Hotlines generally use combinations of these techniques. Discussion of relevant topics and issues along with role-playing are the most popular tools for training listeners. Many youth crisis services distribute pamphlets or hand-outs about drug information, alcoholism, suicide prevention, V.D., birth control, abortion referrals, etc. However, most training time is usually spent

See Chapters: Screening, Orientation, On-The-Line, In-Service Training.

See References on Training.

"on the job," i.e., observing staff under working conditions; and acquiring actual techniques may also be part of other stages in the volunteer's career. How many of these techniques will be included in your formal training program will depend on your past as well as present policies and procedures regarding the development of effective listening skills for Hotline members. The list of techniques presented above is not exhaustive and other methods may be preferred or created, e.g., field trips to other agencies, such as phone services or referral agencies, the use of specific books and training manuals, use of communication games, use of video-taped small groups or dyadic interactions for self-analysis and discussion with supervisors. The training methods which are chosen should be in agreement with the "training goals" and the trainers should be knowledgeable about and comfortable with the methods to be used.

When should we train?

Training times can be either:

Fixed	Variable
consistent	flexible
predictable	unpredictable
reliable	dependent on other facts
regular	irregular
patterned	unpatterned

The primary purpose for determining when training should occur is to be able to provide an adequate roster of listeners and workers to meet the needs of the Hotline phone service. It is sometimes difficult to anticipate a need for volunteers until the roster has been depleted to a minimum number of listeners. This predicament may be a time of internal crisis for Hotline and, hence, a catalysis for action.

During an evaluation meeting at one Hotline phone service, the staff members agreed that there were ninety positions to be filled on the listener roster each month (e.g., one volunteer for the 4:00 p.m. to 8:00 p.m. shift and two volunteers for the 8:00 p.m. to 1:00 a.m. shift each day multiplied by thirty days for a month's period of time). The group estimated that there were approximately sixty-eight volunteers on the roster at the current time. An actual count revealed that there were actually fifty-one volunteers on the Hotline roster. These facts explained some of the recent staff concern about filling the gaps on the Hotline schedule. The shortage had necessitated listeners volunteering two or three shifts the previous month. So there was an obvious need for volunteers at the present time.

Note: This particular Hotline did not change staffing patterns on the weekend shifts, as many agencies do.

The recuitment and training process can be seen seen as being influenced by external as well as internal facts.

External Factors

School schedules for students

Seasonal, i.e., vacations, holidays

Promotional efforts

See Chapter 33, Publicity, page 246.

Internal Factors

Availability of trainers

Need for listeners

Number of hours of service offered

By setting a fixed or regular time for training to occur each month, e.g., bi-monthly, or tri-monthly, a steady supply of listeners can be provided for the Hotline. This procedure diminishes the likelihood of the Hotline listener roster decreasing to a crisis level and thus necessitating a cut-back in Hotline hours or other stringent measures. Efforts should be made to anticipate the need for new volunteers far enough in advance to avoid the crisis.

Note: Some Hotlines and Crisis Centers seem to "create" internal crises by not thinking ahead. Such crises seem to outsiders as being very important to Hotline staff. One interpretation is that such crises keep people on their toes and recreate the "good old day

It is also important to consider the length of time between the volunteer's initial recruitment, the training session, and the actual observation and/or work on the phones. The longer the delay between these steps, the more probable it is that the motivation and enthusiasm of the recruit will diminish.

The schedule at a crisis phone service created a three to four week delay between the training session and the opportunity to have the new volunteer observe the actual operation of the phone room.

Note: Many trained volunteers leave the Hotline training session and never show up afterward.

It was proposed during a staff discussion to establish a new format for training. Some suggestions included having recruits observe the functioning of the line and possible individual interviews prior to observing. This would serve as a screening and also as an orientation procedure. By having recruits observe and then experience training would provide immediate contact between the recruits and the phone service and thus maintain their motivation until the training session. By becoming immediately exposed to the line's activities, the new recruits would have a more realistic basis on which to form questions about the phone service and integrate the material presented during the training.

See Chapter 20, Screening, page 118, and Chapter 23, Probation, page 150.

Where should we train?

The answer to this question can be found in deciding what facilities are available within or outside the Hotline and what the training staff hopes to accomplish during the formal training program. Some Hotlines train right at the agency itself, either in the phone room or a designated training area. Others prefer to use outside facilities in order to protect the anonymous and the confidential aspects of their service.

The training facility should be large enough to comfortably accommodate the size of the training candidate group and training staff. Churches, schools, hospitals, and local health centers often are willing to donate a portion of their facility for such use, especially when this space is not in use. Audio-visual and recording devices, along with whatever other training materials chosen to be used should be available. The training facility should also be geographically accessible to the majority of the training candidates. Other personal amenities such as coffee pots, cups, ash trays and other refreshments should be provided as preferred by the training staff.

Note: All of these "little things" give messages about your program and about you, e.g., some Hotline are staffed by anti-smokers, others by vegetarians or anti-junk food campaigners.

How good is our training?

This question refers to the evaluation, assessment, or measurement of the outcome of the training process.

It is dependent upon:

(a) Your training goals and objectives.

(b) The methods you used in your training program.

(c) Your willingness to be aware of and concerned about what you do.

Note: Sometimes Hotlines find it useful to compare training groups at different points in time. This moves the level of evaluation from the individual person to the cohort group as a whole.

This evaluation process usually relates to some way of testing or using some criteria to measure what has occurred on a personal level to the recruit. Some ways of doing this:

1) Use some formal testing during the screening stage, retesting the training candidates after training to see if there was a change in their attitudes, beliefs, personality characteristics, etc.; and what direction the change took, i.e., positive, negative.

See References with Psychological Tests, pages 463-464.

A Hotline training staff decided to have the trainers record their comments and observations about the trainees on small spiral note pads during the training sessions. Their notations reflected both the positive and negative criteria for evaluating the training candidates:

Positive	Negative
takes risks	withdrawn
feeling oriented	aloof
opening up	quiet
willing to learn	trouble getting into feelings
sincere	
warm	insecure
"hip"	shallow
self-aware	too talkative
able to confront	too intellectual
attractive	hostile
tuned-in to "gut" feelings	having preconceived notions
neat	
good listening	
knows limitations	
recognizes feelings	
being real	

Note: Some people would find these items "vague" and open to personal biases. Would you like to be evaluated using these criteria?

Selection Interview Report:

Potential Volunteer's Name: ____________________ Date: ________

Interviewer: ______________________________ Tele. No: ________

Overall Rating

5	4	3	2	1
(We definitely want them)	(Potentially good)	(Trainable)	(Questionnable)	(Not on phones)

Open & honest	|____|____|____|____|	closed & secretive
accepting	|____|____|____|____|	rejects other's values
ability to confront	|____|____|____|____|	unwilling to confont
mature	|____|____|____|____|	immature
reliable	|____|____|____|____|	unreliable

Strengths:

Weaknesses:

Committed to working for Hotline: yes or no

Can work (circle is yes): mid.-8 8-noon weekends a.m. p.m.

vacations summer

Additional Comments:

This is a re-type of an actual Hotline form sent to us.

2) You may want to see how well the training candidates performed during their probationary period or apprenticeship on the line by observing and/or questioning them about their knowledge and skills.

See Chapter 23, Probation, page 150.

3) Ask the training staff to list their reactions and attitudes toward the training process and the training candidates who have been trained.

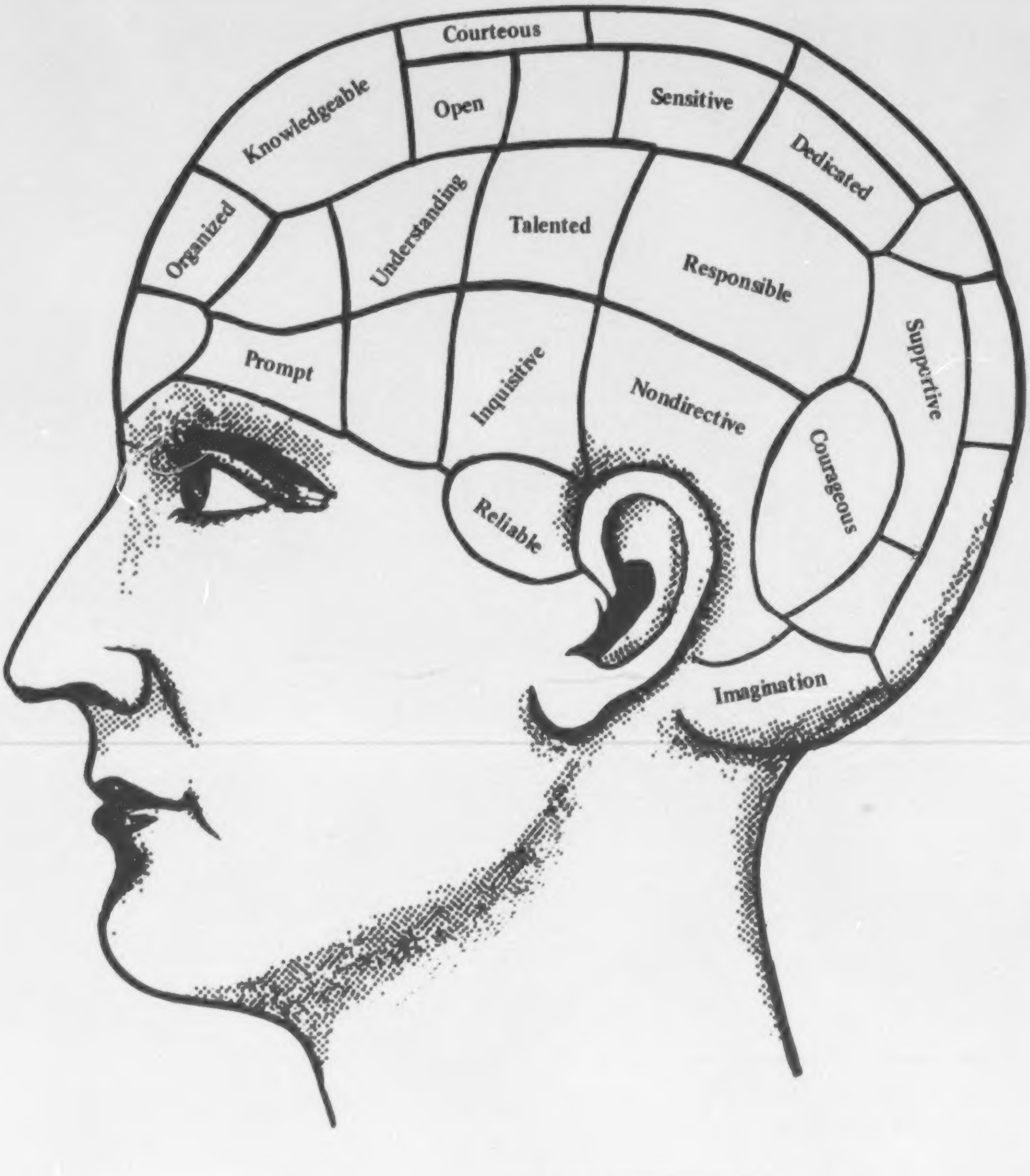
See above example.

4) Or ask the training candidates what their reactions and attitudes were toward the training process and training staff. This can be done immediately following the training and/or after the training candidates have had an opportunity to work on the Hotline.

5) Other relevant questions might include: What are our burn-out or drop-out rates for various groups of Hotline trainees who have entered the organization at specific periods of time? Which trainers do the training candidates feel did the best job? In what ways can the training program be improved to provide a better opportunity to teach, practice, supervise, inform, and develop those ideas, knowledge, and skills needed to be a good or effective Hotline listener?

See Graph on page 165.

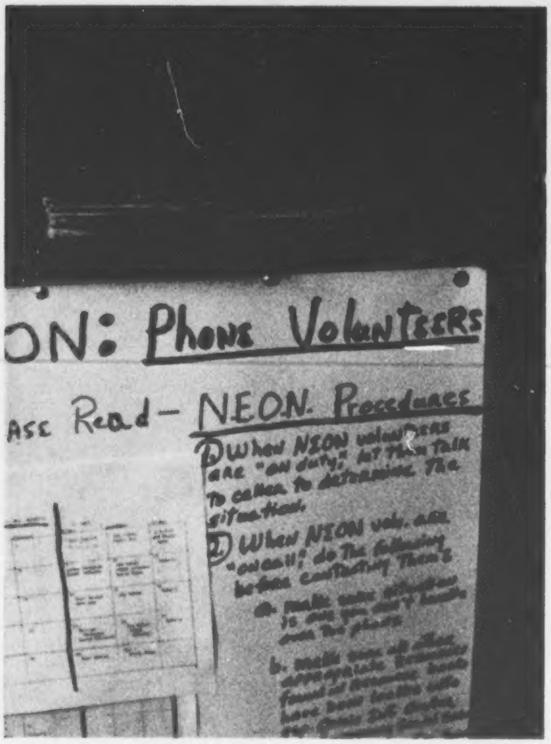
See Diagram on next page.


Courteous
Knowledgeable
Open
Sensitive
Dedicated
Organized
Understanding
Talented
Responsible
Prompt
Inquisitive
Nondirective
Supportive
Courageous
Reliable
Imagination

HOTLINE LISTENER PROFILE

See Facts Checklist, page 49; and Values and Beliefs Checklist, page 52.

These are only some questions regarding the Hotline training program and a few suggestions on how to approach and answer these so that your efforts will be both effective and productive. Your evaluation of your efforts will be based both on facts as well as your beliefs.


ON: Phone Volunteers
ase Read - N.E.O.N. Procedures
1) When NEON volunteers are "on duty," let them talk to caller to determine the situation.
2) When NEON vol. are "on call," do the following before contacting them:
a. make sure situation is one you can't handle over the phone

TRAINING PROGRAM EVALUATION

I would like to do a much better job of training people in the future, and it would be extremely helpful if everyone, especially new volunteers, would take some time to express concerns and make suggestions for improved training. Time and scheduling are two of the most complained about aspects. I have a couple of ideas to combat this:

1. Having a ... class meeting one evening a week for a whole semester (students can receive credit, other volunteers just come).
2. Thirty-two hours of training, compacted into two consecutive weekends (i.e., Sat. & Sun. 8-5).

1. Other suggestions about time and scheduling:

2. I am concerned about content: What sessions were the most helpful? Why?

3. What sessions were the least helpful?

4. After completing training do you feel complete & comfortable working at Hotline? Yes __ No __. Why? If "yes," was it formal training or the time spent on the phones?

5. Are there areas you feel should be expanded in formal training (i.e., drugs, sexuality, referrals, counseling skills, etc.)?

6. Is role-playing a good way to help you develop your skills? Why or why not?

7. Other comments, thoughts, ways to improve Hotline in any area, not just training:

8. Do you have other suggestions for opportunities to develop skills?

PEACE

Actual Hotline
form sent to us.

PROBATION

Purpose:

This chapter is concerned with the probationary stage of a volunteer's career which generally follows the formal training period.

Words	Questions
apprenticeship	How well is the new volunteer doing?
probation	How does he feel about being a Hotline volunteer?
"on the job"	Does the new volunteer show-up for his shift?
experiences	How many questions did the new volunteer ask?
supervision	How do other volunteers feel about the new volunteer?
observe	
evaluate	

Many Hotlines and crisis phone services require one or more "observation" sessions, sometimes referred to as a "probationary" or "on the job" training period for newly trained volunteers. This probationary period or apprenticeship provides an opportunity for both the trainee to observe the functioning of the Hotline as well as for Hotline staff to observe the trainee while actually on the phones. The trainee is generally encouraged to ask questions of those Hotline volunteers scheduled with him or her. Some questions asked by trainees might include:

"What type of callers call Hotline?"

"What kind of problems do people call about?" (i.e., suicide, loneliness, sexuality, medical problems, etc.)

"When do most callers call?"

"What are the referral books or resource lists or indixes?"

"Why did you (the old volunteer) join Hotline?"

"How do you (the old volunteer) feel about being a Hotline volunteer?"

"How do we fill out forms or call sheets for each call?"

At one Hotline, a new female volunteer who was 23 years old asked: "About what age are the volunteers at Hotline? Are they teenagers? I have been isolated from teenagers and I'm not sure where they are at now."

Another volunteer asked the training staff: "How can you prove to a caller that you care? Is it our responsibility to prove we care?"

Observation of new trainees by a trained Hotline volunteer with a certain degree of Hotline experience is often the best source of information which can be used to evaluate the ability of the newly trained volunteer to answer the crisis service phone. The experienced Hotline volunteer can use the organizational criteria for effective listening to judge the new trainee's listening skills, willingness to learn, and openness to alternatives. Abilities, skills, and techniques are often easier to observe and evaluate than the more subjective personal qualities and values which the new trainee possesses. These qualities are often assessed in an informal fashion by other listeners reporting their observations of the new trainees to the personnel or training director and the training director making "spot checks" and having short raps with the new volunteers on their assigned shifts.

See Hotline Listener Profile, page 147.

Some Hotlines and crisis phone services use audio-taping of calls as a continuing training device. There are some ethical issues involved with this technique. A supervisor or group of Hotline training staff can review and critique the tapes which are a sample of the new volunteer's listening skills and knowledge of crisis intervention techniques. The probationary period is important because the role plays of simulated calls during the formal training session can only approximate the actual experience of handling a Hotline call. Often the experienced Hotline listener or training supervisor will use the new trainee's inquisitiveness and commitment to the "Hotline cause," i.e., "helping people help themselves," as criteria for judging that the new trainee might make a good Hotline listener.

See Baizerman, 1976

See List of Criteria in Volunteer Training, Chapter 22, page 144.

ON THE LINE

Purpose:

This chapter reviews some thoughts regarding the volunteer's actual performance on the line over an extended period of time.

Words

good listening

personal growth

effective

participation

responsibility

the call

cooperation

Questions

Does the volunteer show up for his/her Hotline shift on time?

How does the Hotline volunteer interact with other volunteers and staff members?

Does the volunteer adequately handle the call, with warmth, genuineness, and accurate empathy?

Is the volunteer responsible and dependable?

Training really never ends--just as the self-evaluation process never ends. The Hotline listener's career is designed to be one of continued personal growth and development of good listening skills. There are a number of formal ways which have been used to assess the effectiveness of the Hotline listener while "on the line." These efforts represent a research approach to assessing the quality and "effectiveness" of a Hotline volunteer's ability to handle phone calls to a crisis center.

See Chapter 51, McDonough Article, Process Studies, page 421.

See Chapter 38, The Call, page 308.

In addition to these formal research efforts and/or quasi-experimental designs for assessing listener effectiveness, there are a number of informal ways of assessing Hotline listener skills.

Some questions which could be asked here:

Does the volunteer show up for his/her Hotline shift on time? Does the volunteer interact positively with other volunteers, i.e., participating both in work efforts and social festivities? Does the volunteer fill out the phone forms, call sheets, shift logs, etc.? Does the Hotline volunteer appear to be willing to learn about and accept the challenges presented by crisis intervention work?

There are also challenges in "information referral" work.

Dependability and consistency are essential qualities for effective Hotline listening. The following formula is a common sense way of viewing the relationship between good listening skills and the consequences on the caller:

Positive Qualities = Positive consequences

Negative Qualities = Negative consequences

The following photos are from YES, Minneapolis and from the Northern Virginia Hotline:

hotline
AFFILIATED WITH YOUTH SERVICES PROGRAM, TOWN
OF NORTH HEMPSTEAD, NASSAU COUNTY, LOCATED
IN MANHASSET, LONG ISLAND, NEW YORK 11030

Serving voluntarily as REGION INFORMATION CENTER for N.E. USA-E.Canada
(D.C.-W.Va-Md-Del-Penna-N.J.-N.Y.-Ct-R.I.-Mass-Vt-N.H.-Me-Ontario-Quebec)

NE

HOTLINE STAFF UNDERSTANDINGS

EFFECTIVE DECEMBER 1, 1974

1. I ACCEPT RESPONSIBILITY FOR MY EQUAL SHARE OF NIGHTS ON THE PHONE LINES. (THE TASKS ARE SHARED BETWEEN "TEAM SUPPORTERS" AND "TEAM LISTENERS," EQUALLY COVERING THE REQUIRED NUMBER OF NIGHTS IN EACH MONTHLY OR TWO-MONTHLY PERIOD, USUALLY ON THE BASIS OF ONE SUPPORTER TO 2 OR 3 LISTENERS EACH NIGHT.

2. I ACCEPT RESPONSIBILITY FOR FINDING MY OWN REPLACEMENT (SWAP) FOR ANY SCHEDULED NIGHT I AM UNABLE TO SERVE. I WILL CALL ALL OTHER STAFF MEMBERS TO FIND A REPLACEMENT. I UNDERSTAND THAT THE ONLY REASON FOR NOT FINDING A SUBSTITUTE WOULD BE A SUDDEN ILLNESS, FAMILY EMERGENCY OR UNAVOIDABLE SITUATION.

3. I WILL MAINTAIN STRICT CONFIDENTIALITY IN PERSONAL KNOWLEDGE OF CASES/CALLERS FROM EVERYONE (PARENTS, FRIENDS, EVEN FELLOW HOTLINE WORKERS) EXCEPT AS WRITTEN REPORTS ARE REQUIRED, OR SHARING OF INFORMATION IS NECESSARY FOR CASE ANALYSIS. (THIS IS TO PROTECT PERSONS WHO OTHER STAFF MEMBERS MIGHT RECOGNIZE BY TALKING ABOUT CASES WHICH MIGHT ORIGINATE FROM YOUR OWN HOME COMMUNITIES.) I ALSO REALIZE THAT I CANNOT ROAM OR BROWSE THROUGH THE FILES, EXCEPT FOR PREVIOUS NIGHT'S CALL REPORTS, OR EXCEPT, WITH THE TEAM SUPPORTER'S ASSISTANCE, TO LOCATE FILES ON A CALLER CURRENTLY BEING LISTENED TO ON THE PHONES.

4. I WILL MAINTAIN A STRONG SENSE OF PRIVACY (NOT NECESSARILY SECRECY) ABOUT MY BEING A HOTLINE STAFF MEMBER AND WILL NOT DISCUSS ANY BUSINESS OP KNOWLEDGE ABOUT HOTLINE EVEN WITH THOSE FEW PEOPLE (MY PARENTS, MY BOY- OR GIRL-FRIEND, OR BEST FRIEND) WHO MIGHT NEED TO KNOW I WORK ON HOTLINE.

5. I AGREE NOT TO SEE, VISIT OR ATTEMPT TO RENDEZ-VOUS WITH ANY CALLER TO HOTLINE, NOR TO COMMUNICATE WITH THEM DIRECTLY, ON PAIN OF STRICT DISMISSAL FROM HOTLINE, UNLESS IT HAS BEEN CLEARED IN VERY RARE AND UNUSUAL CIRCUMSTANCES WITH THE HOTLINE COORDINATOR AFTER CONSULTATION WITH THE CASE WORKER.

6. I WILL NOT DIVULGE THE LOCATION OF HOTLINE, NOR ANY OF THE IDENTITIES OR HOME ADDRESSES OF ANY OTHER STAFF MEMBERS, NOR BRING ANY UNAUTHORIZED FRIENDS TO THE LOCATION. IF THEY COME UNINVITED, THEY WILL BE ASKED TO STAY OUTSIDE THE BUILDING.

7. I WILL OBSERVE THE FACT THAT THE ROOM IS SMALL AND WILL NOT VISIT HOTLINE TOO OFTEN AND WILL NOT LINGER TOO LONG EACH TIME.

8. I ACCEPT AND UNDERSTAND THAT THERE IS NOTHING STRONGER THAN CIGARETTES, SODA, COFFEE, ETC., TO BE BROUGHT TO HOTLINE.

9. IF I MAKE UNAUTHORIZED LONG DISTANCE PHONE CALLS FROM THE HOTLINE PHONE, I WILL PAY DOUBLE THE COST OF THE PHONE CALLS AS A PENALTY. (ALL PROCEEDS FROM PERSONAL PHONE CALLS TO BE PAID TO THE COMPTROLLER OF THE TOWN OF NORTH HEMPSTEAD.) ALL COSTS OF SUCH CALLS TO BE PAID ON THE NIGHT OF THE CALL.

10. STAFF MEMBERS WILL NOT BE HIGH OR INTOXICATED DURING THEIR ASSIGNED NIGHTS; IF SO, THEY MUST BE RELIEVED, AND THE NIGHT WILL COUNT AS IF THEY DID NOT REPORT FOR DUTY.

11. IF I AM DETAINED OR WILL BE LATE, I WILL CALL BEFORE 7:30 PM TO LET THE TEAM SUPPORTER KNOW. IF I DO NOT CALL BY 7:30 PM, I WILL BE RESPONSIBLE FOR $1.50 WORTH OF FOOD OR REFRESHMENTS FOR THE TEAM THAT NIGHT. IF I DO NOT CALL BY 8:00 P.M., I WILL BE RESPONSIBLE FOR $3.00 WORTH OF FOOD OR REFRESHMENTS FOR THE TEAM THAT NIGHT. IF I CANNOT COME UNTIL 9:00 PM OR AFTERWARDS, I AM RESPONSIBLE FOR FINDING A SUBSTITUTE FOR THAT TIME PERIOD.

12. IF I MISS MY ASSIGNED NIGHT ON DUTY, I REALIZE THAT I WILL BE RETURNED TO PROBATION STATUS, BE REQUIRED TO GIVE ANOTHER TWO-MINUTE SPEECH TO THE MONTHLY STAFF MEETING, BE REQUIRED TO MAKE UP THE MISSED NIGHT WITHIN THE NEXT 30 DAYS, AND WORK A PENALTY NIGHT EXTRA WITHIN THE NEXT 30 DAYS. IF I MISS A SECOND ASSIGNED NIGHT ON DUTY WITHIN FOUR MONTHS OF THE FIRST MISSED NIGHT, I AM REQUIRED TO GIVE ANOTHER TWO-MINUTE SPEECH TO THE MONTHLY STAFF MEETING; BE REQUIRED TO MAKE UP THE MISSED NIGHT WITHIN THE NEXT 30 DAYS; AND WORK 3 PENALTY NIGHTS EXTRA DURING THE NEXT 60 DAYS. IF THE SECOND MISSED NIGHT INVOLVED NEGLIGENCE OR KNOWING AVOIDANCE, I UNDERSTAND THAT I MIGHT BE FIRED. IF I MISS A THIRD ASSIGNED NIGHT AT ANY TIME, I REALIZE THAT I WILL BE FIRED IMMEDIATELY.

13. IF I MISS ONE TRAINING NIGHT A MONTH (THE REQUIRED MANDATORY STAFF TRAINING AND/OR BUSINESS NIGHT), WITHOUT ADVANCE NOTICE TO THE COORDINATOR OF MY INABILITY TO ATTEND THAT PARTICULAR MEETING, OR WITHOUT ADVANCE NOTICE TO THE COORDINATOR OF MY INABILITY TO ATTEND ANY MEETINGS ON THE SPECIFIC NIGHT OF THE MEETINGS EVERY MONTH, I WILL BE REQUIRED TO ATTEND TWO OPTIONAL CASE CONFERENCES IN A ROW FOR THE SUCCEEDING TWO MONTHS. IF I MISS TWO TRAINING NIGHTS IN A ROW, I WILL BE ASSESSED A PENALTY NIGHT TO SERVE ON THE PHONES, WITHIN THE SUCCEEDING 30 DAYS.

14. I RECOGNIZE THAT ALL WRITTEN REPORTS MUST BE FINISHED BEFORE I GO HOME THE NIGHT I AM WORKING, AND THAT I CANNOT EXPECT TO TAKE REPORTS HOME TO COMPLETE.

15. I RECOGNIZE THAT LEAVES OF ABSENCE CANNOT BE ARRANGED EXCEPT FOR SERIOUS ILLNESS OR PSYCHOLOGICAL REASONS, AND NO STAFF MEMBER CAN EXPECT A "SUMMER VACATION" SINCE THE SUMMERTIME IS OUR BUSIEST PERIOD AND ALL STAFF MEMBERS ARE EXPECTED TO CARRY THEIR EQUAL SHARE.

16. I REALIZE THAT CASE CONFERENCES OR ADDITIONAL TRAINING NIGHTS, ALTHOUGH OPTIONAL, MIGHT BE HELPFUL TO MY GROWTH AS A STAFF MEMBER, AND I WILL TRY TO MAKE THEM IF AT ALL POSSIBLE.

SIGNED______________ ____________________DATE__________________________

(A COPY OF THIS "UNDERSTANDINGS" IS CONTAINED IN YOUR STAFF NOTEBOOK.)

GP 10/21/74

HOTLINE

MONTH	YEAR

___# NIGHTS per supporter
___# NIGHTS per listener

AFFILIATED WITH YOUTH SERVICES PROGRAM, TOWN
OF NORTH HEMPSTEAD, NASSAU COUNTY, LOCATED
IN MANHASSET, LONG ISLAND, NEW YORK 11030

Once 4th slot filled on all Saturdays, may fill 4th slot on Fridays & Sundays.

MONTHLY SCHEDULING WORKSHEET

(Use 31-day schedule for July and August months)

Serving as REGIONAL INFORMATION CENTER for N.E. United States-Canada
(Washington, D.C. to Maine; Ontario and east) for HOTLINE Exchange.
EXCHANGE: 311 Cedar Avenue S., Minneapolis, Minnesota,
55404

ASSIGNMENT SCHEDULE

FRIDAY ___/___ S________ L________ L________	SATURDAY ___/___ S________ L________ L________ L________	SUNDAY ___/___ S________ L________ L________
FRIDAY ___/___ S________ L________ L________	SATURDAY ___/___ S________ L________ L________ L________	SUNDAY ___/___ S________ L________ L________
FRIDAY ___/___ S________ L________ L________	SATURDAY ___/___ S________ L________ L________ L________	SUNDAY ___/___ S________ L________ L________
FRIDAY ___/___ S________ L________ L________	SATURDAY ___/___ S________ L________ L________ L________	SUNDAY ___/___ S________ L________ L________
FRIDAY ___/___ S________ L________ L________	SATURDAY ___/___ S________ L________ L________ L________	SUNDAY ___/___ S________ L________ L________

STAFF RECAP OF NIGHTS

TEAM SUPPORTERS	#1	#2

TEAM LISTENERS	#1	#2

(COMMENTS AND NOTES ON REVERSE SIDE)

hotline

AN INDEPENDENT MEMBER OF A GROWING INTERNATIONAL NETWORK OF "HOTLINES" AND "SWITCHBOARDS" TO SERVE AND HELP YOUTH

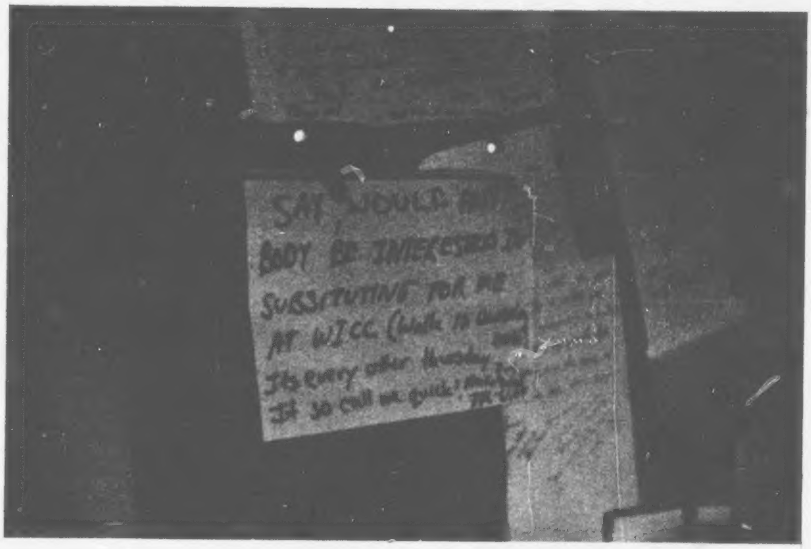
"REFORMERS ONLY MORNIN' GLORIES"

As A Parable for Hotlines and Crisis Centers

"There have been reform committees...that started out to do up the regular political organizations. They were mornin' glories--looked lovely in the mornin' and withered up in a short time, while the regular machines went on flourishin' forever, like fine old oaks."

"...why (is it) that a reformer goes down and out in the first or second round, while a politician answers to the group everytime? It is because the one has gone into the fight without trainin', while the other trains all the time and knows every fine point of the game."

See Riordon in Bibliography


SAY, WOULD ANY-
BODY BE INTERESTED IN
SUBSTITUTING FOR ME
AT WJCC
It's every other thursday
If so call me quick!

IN-SERVICE TRAINING

Purpose:

This chapter briefly describes the need for and use of in-service programs for Hotlines.

Words

- in-service
- review
- sharpening skills
- checking
- monitoring
- re-training

Questions

- Should we have an in-service program for volunteers?
- How often should in-service sessions be held?
- What kinds of materials and information should we present at in-service programs?
- Do our volunteers *need* in-service training?
- Do our volunteers *want* in-service training?

Many Hotlines and crisis phone services have in-service training sessions on a periodic basis. These in-service sessions not only provide an opportunity for tuning and refining a Hotline volunteer's listening skills and knowledge of referral resources, but can also provide a checkpoint or monitoring opportunity for assessing how well a volunteer is doing as a listener on the line. It is sometimes useful to hold the in-service training sessions with those volunteers who initially were oriented and trained together. This regrouping process provides a sense of continuity and social frame of reference in which the volunteer can judge his/her Hotline experiences. It can also provide the staff with an

See Chapter 22, Training, page 134.

opportunity to judge the effectiveness of the formal training session.

One Hotline staff did attempt to evaluate the organization's current situation and provide some support and encouragement to the volunteers, through its regrouping and in-service procedures. It provided a good opportunity for the volunteers to express their frustration and positive feelings toward their involvement with the Hotline.

The same assessment instruments, devices, or techniques used at the formal training session can be repeated during these in-service sessions. Thus, the in-service experience not only provides support, encouragement, and additional information for the volunteer listener, but is a self-evluation experience for both the volunteer and the Hotline managerial staff.

EXIT: THE TERMINATION OF A VOLUNTEER CAREER

Purpose:

This chapter is concerned with the ways in which a volunteer can leave or be promoted in the Hotline organization.

Words	Questions
termination	How does a volunteer leave a Hotline?
burn-out	When should a volunteer leave?
promotion	Why does a volunteer leave?
leave-of-absence	Can the staff ask a volunteer to leave Hotline?
infraction	

There are a number of ways for a Hotline volunteer to end his/her career with the phone service. The major categories include:

1) The Promotion--a volunteer may become a board member, training supervisor, permanent staff member, either paid or unpaid, etc.

2) The Leave-of-Absence--some crisis phone services ask for a commitment on the part of the Hotline volunteer's willingness to stay on the line for a certain period of time, e.g., 6 months, 1 year, 2 years, etc. However, many also provide the option of being able to take a temporary leave-of-absence when other commitments may conflict with their ability to continue on the phone service.

3) The Involuntary Resignation--this is a difficult option, but usually occurs because of some

See Examples in Volunteer Training Chapter, page 134.

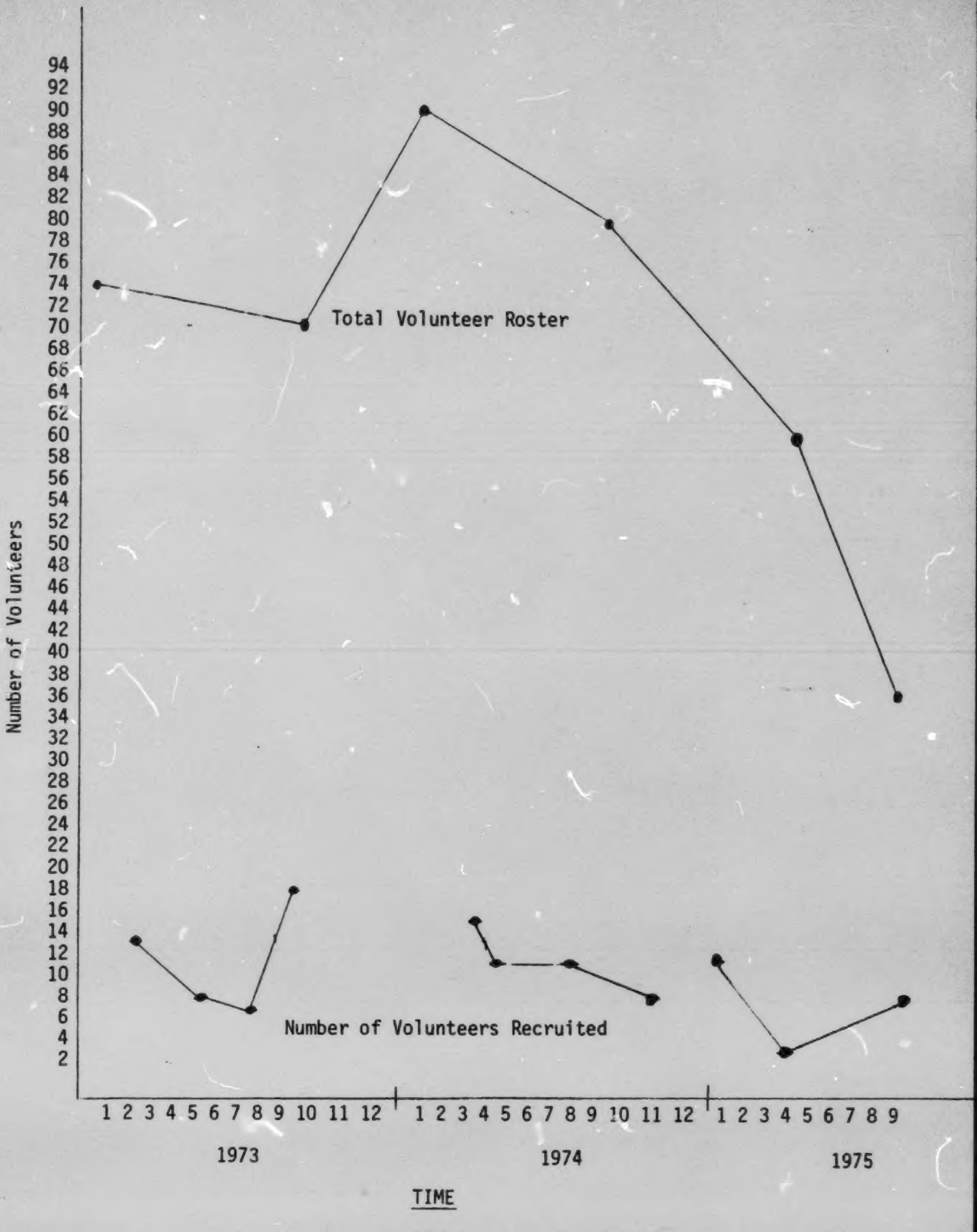
infraction of Hotline policies and regulations. Often negligence of duty is a reason for asking for a volunteer's resignation: e.g., frequent absences on scheduled phone shifts; these are referred to by some Hotlines as "no shows." "No shows are the lowest forms of animal life." is one Hotline's attitude toward neglecting a shift duty.

A youth crisis center had three major rules which if violated would lead to censure or termination of the volunteer: a) There is no "getting it on" with the callers, which includes making dates or appointments with callers outside the Hotline, or propositioning a caller, etc., and thus exhibiting behavior which would exploit the listener-caller relationship. b) There is no "getting loaded" while on the line, i.e., smoking dope, doing pills, or drinking alcohol, etc. c) If anyone "flips out" or acts in a psychotic fashion thus exhibiting a break with reality while on the line, he will be asked not to answer the phones.

4) Burn-Out--This is an acceptable form of voluntary resignation. It usually refers to a point in the volunteer's career where his/her activities at the Hotline become unrewarding. At times, a volunteer's tendency to overwork and thus become exhausted leads to a desensitization toward the callers. The burnt-out volunteer is simply unable to handle the phone calls effectively and efficiently. This category of career termination can be divided into "legitimate" and "illegitimate" burn-out.

See Baizerman, 1975

In whatever way it occurs, the careers of all volunteers' do eventually come to an end and so it is with Hotline listeners. When each volunteer leaves the organization, that person's contributions and energy within the organization need to be replaced. Another person must be recruited, this is the ongoing history of a Hotline and crisis center.



Number of Volunteers
94
92
90
88
86
84
82
80
78
76
74
72
70
68
66
64
62
60
58
56
54
52
50
48
46
44
42
40
38
36
34
32
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
Total Volunteer Roster
Number of Volunteers Recruited
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9
1973
1974
1975
TIME

PART V

THE ORGANIZATION

Purpose: To introduce and discuss some topics about the management of Hotlines and Crisis Centers.

Chapter:	**Page:**
27. Boards Of Directors	167
28. On Being A Director	183
29. Participatory Management	200
30. Organizational Development	214
31. Funding	228
32. Proposals	239
33. Publicity	246

Picked Up Along the Way

"WAYS TO KILL AN ORGANIZATION"

1. Don't attend the meetings, but if you do, arrive late.
2. Be sure to leave before the meeting is closed.
3. Never have anything to say at the meeting; wait until you get outside.
4. When at the meeting, vote to do everything; then go home and do nothing.
5. The next day, find fault with the officers and the other members.
6. Take no part in the organization's affairs.
7. Be sure to sit in the back, so you can talk freely to another member.
8. Get all the organization will give you, but don't give the organization anything.
9. Once out of office, lose interest in the organization.
10. Never ask anyone to join the organization.
11. At every opportunity, threaten to resign, and try to get others to do so.
12. Talk cooperation, but don't cooperate.
13. If asked to help, say you haven't the time.
14. If appointed to a committee, never give any time or service to it.
15. If appointed to a committee, never give any time or service to it.
16. Never accept an office; it is easier to criticize than to do things.
17. If you receive a bill for dues, ignore it.
18. Don't do anymore than you have to, and when others willingly and unselfishly use their ability to help the good cause along, then howl that the organization is run by a clique.
19. Be a constant griper.
20. NEVER get new members.
21. If you get new members, be sure they are gripers...just like yourself.

BOARDS OF DIRECTORS

Purpose:

Often, crucial decisions about the existence or the identity of the organization are decided within the board meeting. It is sometimes not clear to the staff if problems that exist are their problems or the board's.

The purpose of this chapter is to help you, the staff, define the Board's role in the organization.

Words

board
chairmen
executive
director
organization
community
staff
functions
by-laws
power
agenda
board meeting
charter
credibility
nominating committee
advisory group
crisis
small group

Questions

Who runs the organization?

Does the director of the organization have an impact on the board's role?

How does the board view the director?

How does the director interpret the board's decisions?

Who serves on the Board?

Who selects the Board Members?

Is there any optimal composition of board members in terms of their affiliations?

What qualities should the chairperson of the Board possess?

Should staff be on the Board?

What are the functions of the board?

The Board needs to help
the director
so the director can better
serve the community and
work better with the staff
so the staff can work
better with the clients

The director needs to help the Board
so the board can work better
with the community so that
the community will be clients and work
with the staff

The staff needs to help the Director
to see that the board
does help the staff so the
staff can work better with the community

The community needs to help the Board
so the board can help the director
and the staff to know
more about the community
and the clients

An important skill required for operation of the Hotline service is the staff's ability to work with the organization's Board of Directors. If used correctly, the Board can supplement the efforts of the organization's director. If the organization is run directly by the Board, then knowledge of how boards work can ultimately make the organization more effective. The Board can be viewed as a foe and barrier to the implementation of your program or as a friend to help support you. You can define the relationship!

From an interview with a board member...

It was my first night as a board member. The dean at the local college (who is on the board) had called me the previous week and suggested that, since I was one of the few doctors in town and an important person in the community, I take a hand in directing the Hotline agency. When I arrived there were three young ladies present (who I later found out were staff members). The young ladies were very busily involved in their own conversation. I felt a little bit out of it. No one would speak to me! As we were sitting there waiting for the other board members to arrive, C. referred to the other Board Members as "the adults." They were saying things like, "When will the adults get here?" and how they didn't trust the adults and things like that. Also they referred to me as an adult though actually she wasn't really sure what group I was in. (I look young for my age.) In fact, she asked me how old I was. I told her that I was just at the average age for the country and really could be put in either group. I learned quickly that communication between young people and older people may be one issue of concern to the agency.

Who runs the organization?

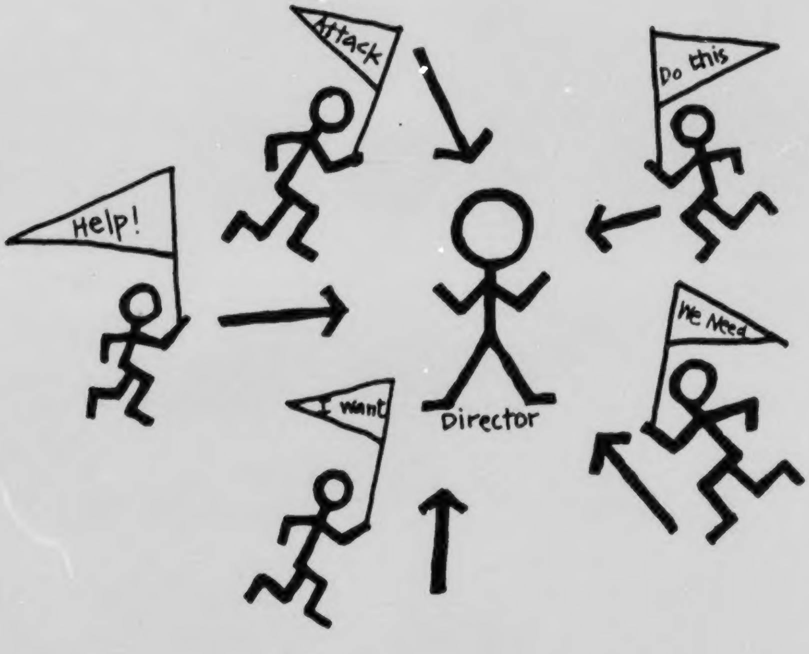
It's likely that you have a Board of Directors. Most states require this as a preliminary step to incorporation. Though the Board is given the responsibility of managing the organization, and in the final analysis is responsible and liable for the organization's action, they will not necessarily run the day-to-day activities of the Hotline. These may be delegated to the director and through the director to the staff and volunteers.

The amount of actual control by the Board of Directors and what the eventual role of the Board will be are elusive questions. The way the

Hotline was originally created is likely how the board's role was initially determined. It seems that an organization originally formed under the action of a single individual who invited the Board's Members to join as a legal necessity will be an organization with a weak and uninvolved board. On the other hand, an organization originally formed by a community group will likely have an active, directive board as a symbolic continuation of that group and may not have a director beyond the chairman of the board. In each of these cases, the actual functions and responsibilities of the board will be quite different.

The history of the organization's effectiveness can be important in deciding to change the board's role. An effective organization may have no need to change the Board's role--whatever it is. In addition, such things as the type of community, the size of the organization and the type of calls being received will have an effect on the Hotline and the emergence of the Board's role.

One way in which some directors visualize their position!!


Attack
Do this
Help!
We Need
I want
Director

Does the director of the organization have an impact on the Board's role?

The director's relationship with the Board and the director's personal expectations can dramatically influence the board's role. The director can, unless stipulated in the Charter, determine the frequency of the board meetings, the agenda of issues to be discussed and, in many cases, can actually interpret the Board's decisions to meet his/her own needs.

Essentially, the director can determine what kind and how much information the Board will receive. That is a very powerful place to be and the actual scope of the Board's actions can then be controlled by the appropriate flow of information.

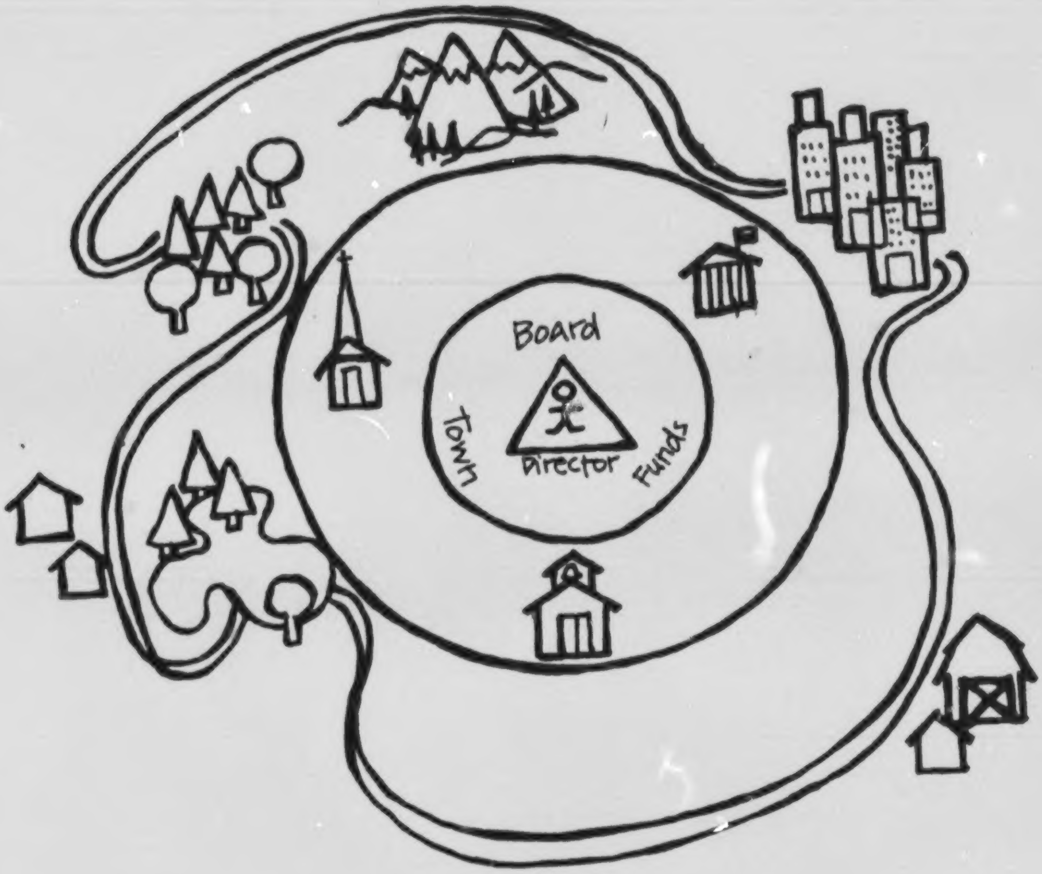
How does the Board view the director?

In most cases, it is likely that the board will take their cues from the director. A "strong" leader in the position of director will likely cause the Board to back off and to give the director wider scope in the organization and in decision making. A "weak" director may find the board more involved, supportive and/or controlling.

To the right thinking man,
to be alone and to be wrong
are one and the same...
Satre

Another explanation of why the director has such impact on the Board's role is that the Board is keying to his/her style of operation. A good

One way to visualize a Hotline Board of Directors is shown in this drawing.


Board
Town
Director
Funds

Board will instinctively mold itself to this style.

The director of Hotline was having difficulties with the board. It appears that the Board has maintained a distant attitude although a rather authoritarian role at the same time. They have not been active in the decision-making process but they have implemented a veto power over a number of things that she has tried to implement at the phone service line. She felt very little support from them and has been very concerned about the over burdening she is experiencing. She feels she should be paid at least $.50 more an hour if she is going to be expected to work a day and a half shift five days a week. She also received no support in their recent move from one location to another and has had just the barest minimal kind of personal contact with the board itself. One of the volunteers who served on the Board felt it would be necessary for the director to work more closely with the Board to get anything accomplished. But the director wants to maintain the distance--in fact she wants to have the Board less involved with the phone service entirely. This situation continued for quite a while, in fact, until a new director joined the Hotline. The new director was appointed by the old director with the Board's approval. The irony in the situation was that the actual power resided in the director. She just never knew it!

How does the director interpret the Board's decisions?

The Board often acts in the role of giving advice and consent to the director. The Board will make suggestions and offer expert information. Rarely will the Board demand the the staff take particular actions. This implies that the director has a good deal of leeway in implementing the Board's suggestions. Even if this were not the case, very often the types of issues that reach the

...human societies whose orders are
built by a kind of animal exceptionally adapt
in the ways of symbolic action

Burke

Board and the decisions made are either symbolic or ambiguous in nature. The director's understanding and implementation of the Board's decisions become a part of the Board's group process. Again, the influence of the director seems crucial.

From an interview with a Hotline volunteer.

The Hotline was in an identity crisis. This was the topic of concern at this evening's Board meeting. After a short discussion T. (the most influential townsperson) took the meeting over from that point and started listing things that he thought the Hotline should do: advertising campaign, changing the name of the Hotline, and he asked if we had gotten the statistics worked out. The group discussed their meaning for awhile but again T. took over the meeting. The meeting adjourned some time later with everyone agreeing to do what T recommended. I was concerned about this but the group seemed to be unanimously agreed. Later the director explained the unanimity was the only way to quiet T. The director would actually not carry any of the proposal out and the issue would be discussed again at the next meeting. "I just wish I knew how to handle him!" the director exclaimed.

Who serves on the Board?

Beyond the limitations stipulated in the charter, the membership is really wide open. Generally, however, Board Members are influential people in the community, professional or business men (women) from the community's upper echelon. These types of people lend some credibility and influence to the organization. Beyond this, the actual composition is probably a highly political issue. In a sense, the Board is representative of the community and the influence of each member may be directly tied to the prestige and influence in the community of that particular member.

A volunteer Board Member relates...

Sometimes the greatest problem with boards is getting all these important people together in one place at one time...

The hallway was dark and the lights were out at Hotline and I chatted very cordially with the director for approximately 1/2 hour. The general feeling was that the Board would probably not show up and neither of us were surprised to find out that in fact only one Board Member arrived. They actually went ahead and held a Board meeting with only one Board Member being present, discussing the issues that they would have possibly discussed at the Board meeting, if all the other board members were there--asking for support on financial matters and for support in trying to get the Board together at one time, in one place!

Who selects the Board Members?

There is no general rule concerning selection. The process of selection is indicative of the locus of power. A good determination of where the organization's power actually lies is in ascertaining whether the Board or the director nominate (and select) new Board Members, i.e., who is on the nominating committee? Similarly, who nominates and selects the new director?; does the director nominate his/her own successor?; does the board or staff do this? This is also an important key to the actual power in the organization.

Is there any optimal composition of Board Members in terms of their affiliations?

This depends primarily on the role the board serves in the organization. If the Board acts as a link to the community, it may be advisable to have as broad a range of members as possible serving on the board. On the other hand, if the Board acts as a source of credibility and prestige for the organization, then this may alter the desired composition and limit it to a few "select" individuals.

The Board can also act as a link to actual users of the service and should, in that case, be representative of this particular group. It may also be possible to have more than one Board or you may want to establish several advisory groups in addition to the board itself, each group serving a different, specified purpose. Each advisory group could then act as a link to a different external group that is important to the organization's operations; i.e., community, clients, parents, schools, police, etc.

The director of Hotline was discussing the possibility of setting up the new Board, that is getting the old members and people who are not coming down regular to the board meetings off the board and putting some people who a volunteer recommended on the Board; in particular two deans at the local college. The director felt that these people would serve as an excellent backdrop for the hotline, that is they are well respected in the community; at the same time, they would not be extremely active in the Hotline as they are busy people and would give the director the ability to do whatever she wanted. In other words, she would be able to run the Hotline without much interference.

What qualities should the chairperson of the Board possess?

See References, Holleb et al.

The chairperson of the Board needs to be sensitive to the group process and the personalities of the group members. He/she needs to be able to stop the obsessive from talking endlessly about nothing without causing withdrawal, as well as to be able to pull in the quiet member who may have a good deal to contribute.

The chairman also needs to be focused on issues and have the ability to listen to the stream of thought without being pulled away by side issues. He needs to be able to keep the group from tangents and keep the group on course as well as having the verbal skills to summarize and encapsulate where the group is at from time to time.

Should staff be on the Board?

Like most questions about boards the answer seems to be, "it depends." With staff on the board, there may be a wider range of views expressed during policy decision meetings. On the other hand, it may become more difficult for the group to work together because of the larger size and/or diversity of opinions.

The staff can gain a great deal from the experience of being on the board. It can serve as training for the staff members who may some day become the director. The experience may increase acceptance of decisions by the staff as well as increase their feeling of value to the organization. Additionally, it is a way for the staff to act as a check on the Board's operations.

One way to look at the question is to determine whether having staff on the Board would fit with the overall objectives for the Board and the expectations and needs of the staff.

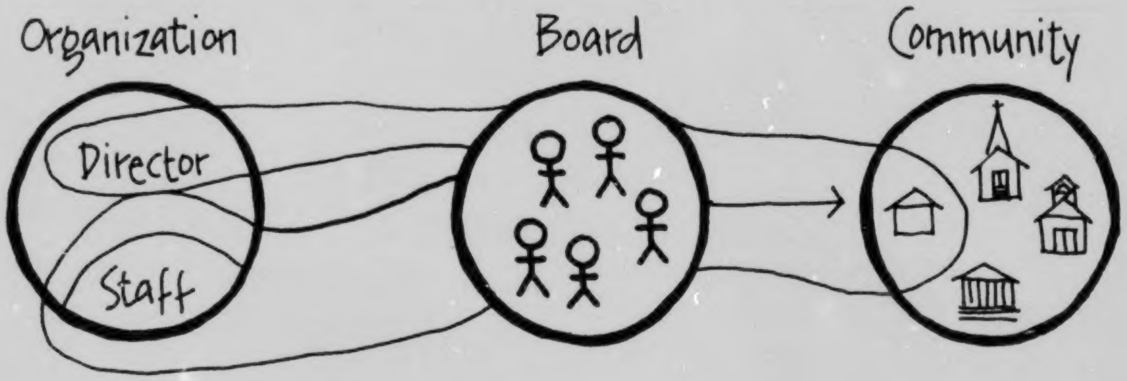
What are the functions of the board?

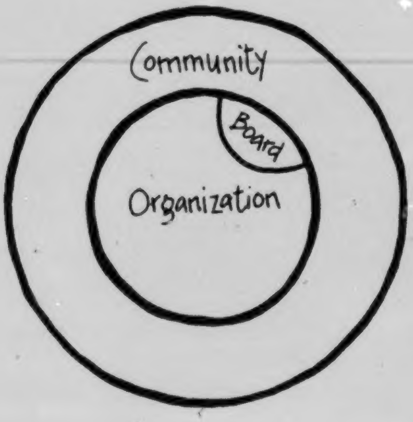
The general functions of the board are:

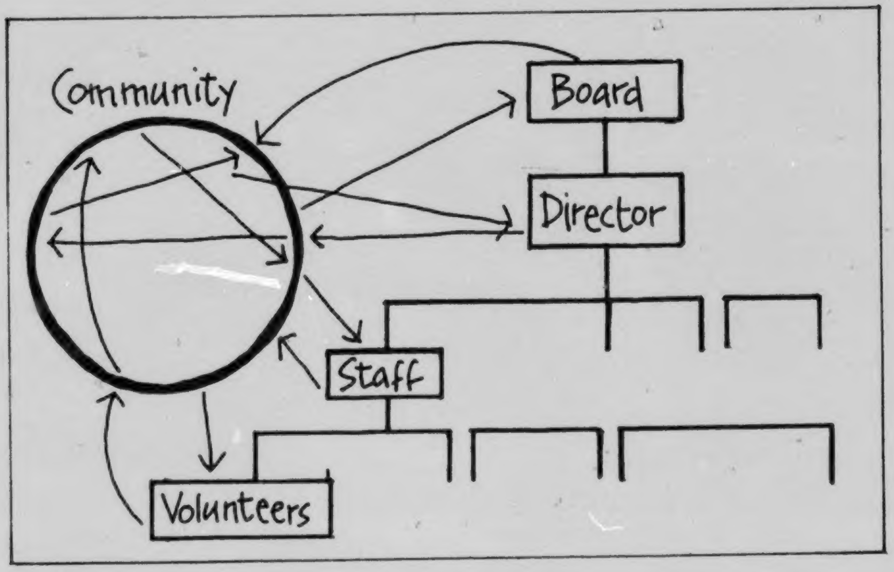
1. Establish objectives (set policy)
2. Elect officers
3. Safeguard assets
4. Approve financial decisions
5. Delegate powers
6. Enforce by-laws
7. Maintenance of the Board

These are the basic functions found in the literature. As pointed out earlier, the Board may not perform any of these functions on a regular basis. This will, of course, vary widely with the type of Board and its composition.

Some Views of the Board


Organization
Board
Community
Director
Staff


Community
Board
Organization


Community
Board
Director
Staff
Volunteers

See References, Mace

In general, however, we believe the functions of the Board will likely be of an advice and consent nature. Moveover, the Board will primarily respond to crisis situations, situations which threaten the organization's existence. This can include anything from electing a new director, to securing funds, to setting new policy when the organization is not being effective. In essence, the Board acts as a stabilizing device in a rapidly changing world.

It may be that this function of supplying stability is of overriding importance and can affect the delicate relations between board and staff, as well as the composition of the Board and its role during times of relative stability. The Board members should be selected with the understanding that they will be called upon in an emergency. Therefore, it may be necessary that they possess strong character qualities. Additionally, they must fit and work well so that the group will not stumble and degenerate during a crisis. The board needs to learn to work together during stable times and needs to be kept well informed of the organization's situation so that they have a strong background during any emergency.

Many of these criteria conflict with other criteria previously stated on composition and working with the board. In essence, the organization must clarify what it expects from the board and then fit its decisions vis a vis the Board with these expectations. This is a continual process that changes with the organization.

Possibly the crucial question that is part of this process is the staff's view (definition) of the board as friend or foe. Two identical boards which are defined differently by the staff, that is, one as friend and one as foe, will probably result in two Boards with very distinct functions and methods of operating.

ON BEING A DIRECTOR

Purpose:

To present some views on "what its really like" to direct a Hotline or a crisis center written by people who have been in that position.

Words	Questions
manage	What does the Hotline director do?
coordinate	What problems will a director encounter?
responsibility	What skills does a Hotline director need?
organize	
represent	
leadership	

Hotlines and crisis centers exist throughout the United States and around the world in large cities, suburbs and small towns. Some are near colleges or high schools and others are just out there.

We have learned about the similarities and differences between and among Hotlines as related to city size, the size of the paid and volunteer staff, the age of the program, the program's sources of funds, and other, similar factors.

We have also learned about the similarities and differences in the job of director at different Hotlines and centers. Much of this you already know from reading and talking to others.

Here, we wanted to let some directors tell it their own way--to share their views of being a director.

AIN'T NO BED OF ROSES
Directing a Hotline in a Small Town

The director of any type of organization has certain responsibilities and duties. For a hotline director these responsibilities are of several types and levels of complexity. Living and working in several places and levels simultaneously seems to me to be an inherent part of the director's position.

There are at least three levels or places of activity for the director to deal with daily. These levels are the internal mechanics of the organization, the external view of the organization by the community, and the relationship between the director and the Board.

Under the heading of internal mechanics, we find such problems as staffing, volunteer training and morale, financial organization (i.e., bookkeeping, paying bills, etc.) and generally gearing up the organization so that it can function smoothly from within. A major problem directly linked to this area of endeavor is the type and number of phone calls. This aspect of things will be discussed in length at a later time.

On the external front, the director must show a great deal of adeptness and often an Arthur Murray dance course would come in very handy! The type of public relations work that is required of a director calls for a degree of articulation which is often astounding in complexity; and a very intimate knowledge of the community one is in contact with. This type of skill comes only with a good deal of practice so don't expect things to just click the first time around. This was very true in my own case because I had developed one perspective on the community during my four years as an undergraduate here and found things very different once I stepped into a position that was essentially a different relationship to the community. I was extremely depressed by the vast gulf between my youthful idealization of the town and the growing gutter I found on the real Main Street. This is to say that things were really quite different from what I'd thought they'd be. At any rate, building a good public image is crucial to an organization like a hotline and is a major function of a director's job. This is of special importance when your organization depends upon community financial support as its life blood.

The other aspect of the director's job is the relationship between the Board and the director. The board is a very strange creature because it should provide the organization with a link into the outside world as represented by members of the board. The people on the board represent such areas of the community as clerical, medical, legal, administrative, (especially college administration) counseling professionals, etc. With such a diverse group one would hope for a great deal of energetic and innovative input but it often doesn't turn out that way. The board is a powerful entity and thus must be treated with respect but the director has got to learn how to guide that power into the necessary channels to achieve the greatest good for the greatest number. That often requires as much or more finesse than dealing with a largely unsympathetic public.

Now that we have noted some of the problems a director may encounter, I guess its time for the "how to" section. Let's begin at the beginning and tackle one problem you've all dealt with--the training of volunteers. In a small town, first of all, there is not a highly developed system of volunteer screening. The director is so appreciative of anyone who wishes to offer their time and energy in volunteer service that we rarely turn people away. It's simply not a viable alternative in an operation this size. Our training session is one day long and we get professional help from the counseling staff of the local Detoxification Center during that day. The real trick is to get your volunteers to be open to a myriad of people and types of problems. Once you have it clear in the minds of your volunteers that no problem is too small or too weird to be dealt with in as compassionate and professional a fashion as possible, it is up to them to decide if they think they can handle it. Your next step is to familiarize them with all your resource and referral information so that they can make a clear determination of who can best help the individual calling the line. To a large degree then, our volunteers train themselves, which is in direct contrast to a large metropolitan centered operation. Through our phone sheets the volunteers can write down their feelings and reactions towards a specific call and this helps them work through some difficult situations. The other volunteers are free to read these call sheets and get ideas on how a certain situation might best be handled. We encourage the volunteers to talk to each other about such things and this seems to be a good system. Because our volume of calls is relatively low, the volunteers have plenty of time to go into detail on the phone sheets and that works to an advantage.

The number and type of phone calls received have both an internal and an external effect. Internally, the number of phone calls is directly related to volunteer interest in working on the line because people feel useful. I'd say that a diversity of calls also keeps interest and enthusiasm up. When the volunteers are happy they are very likely to spread their enthusiasm around and bring in more volunteers. From an external viewpoint, the number of calls directly effects how much your organization is needed by the community and this comes in handy when you are appealing to community groups for funding. However, the types of calls received may give you trouble with the outside world. For instance, people may feel (and this has been the case at times) that by offering birth control information our organization is promoting adolescent promiscuity. This particular argument is often more difficult to counter than it would appear on the surface--so you have to just keep plugging. The issue of keeping the phone volume up brings us back into the realm of the director's PR role. It requires a great deal of plain old publicity to keep your visibility high and your name before the public. This could come in many forms: participating in "organizational fairs" held at the colleges to introduce the types of service opportunities the town offers to the students; speaking in the schools and churches; and putting up posters in prominent stores and businesses known to be hangouts for youth. This is another advantage of a smaller town--the director can tap into such things as where the kids hang out by keeping themselves in close touch with the community as a whole. Being able to articulate the aims of your organization and touch bases with many divergent elements in the community is a vital skill for a director to develop.

On the external side of things, you're often in trouble when it comes to drumming up community support in terms of dollars and cents. You have to be able to prove the worth of your organization to the various agencies. Here's where phone volume comes in handy. You can put it down on paper and thus "prove" that you're offering a vital service. The agencies of the community have two postures--a public image and a private one. They may be on the side of the establishment in print and yet sympathetic to such an underground cause as a hotline off the record. This is good to consider because you don't stop at the public image but can try to get to the deeper level--but it must be done carefully and tactfully--and that's why you've got to know the community well. You've also got to play things by the establishment rules. This involves going about things through the proper channels. I even had to take a crash course in grant proposal writing in order to prepare one for the United Area Fund. But these skills can be learned and they will pull you through. There's a format for such procedures and things will go a lot smoother if you can flow with it. You've got to believe in your organization, though, or it's all over. If you're not really sure as director if your cause is worth it,you'll never be able to put up with all the shit that will come your way. You've got to be able to articulate that belief to others or you'll never be able to go through all the proper motions necessary to achieve your ends.

The last thing we'll discuss is the Board which functions sort of in a limbo between the inside of the organization and the outside community. The board can be a real bitch and it too has to be handled just so. A director dealing with the board requires a certain amount of finesse--the ability to guide them subtly into the paths you would have them go without giving them the feeling that they have been influenced in any way. Its a constant power struggle and you must tread lightly because the ice is often very thin. A course in group dynamics would be a Godsend to a director because it would give you an edge on how to achieve certain group reactions and use tactics with grace. Some things are learned by trial and error, if at first you don't succeed try another method. But this can be time-consuming, draining on the director's energies, and could even be detrimental to the organization. If you know you've got some powerful and persuasive people on your board who live and breathe hard cold data--give it to them! Its often painful to go against your ideas and put things you feel into numbers on a page but the director has got to have the capacity for compromise and flexibility or you'll never get anywhere. The board can be as hard-nosed as the most conservative elements in your community but you've got to deal with them, so you must learn how to go around things sometimes. It may take longer but it can avoid hard feelings between you and your board if you can find it in yourself to go that route. This is again a skill that can be developed but you have to leave yourself open to be able to take it on.

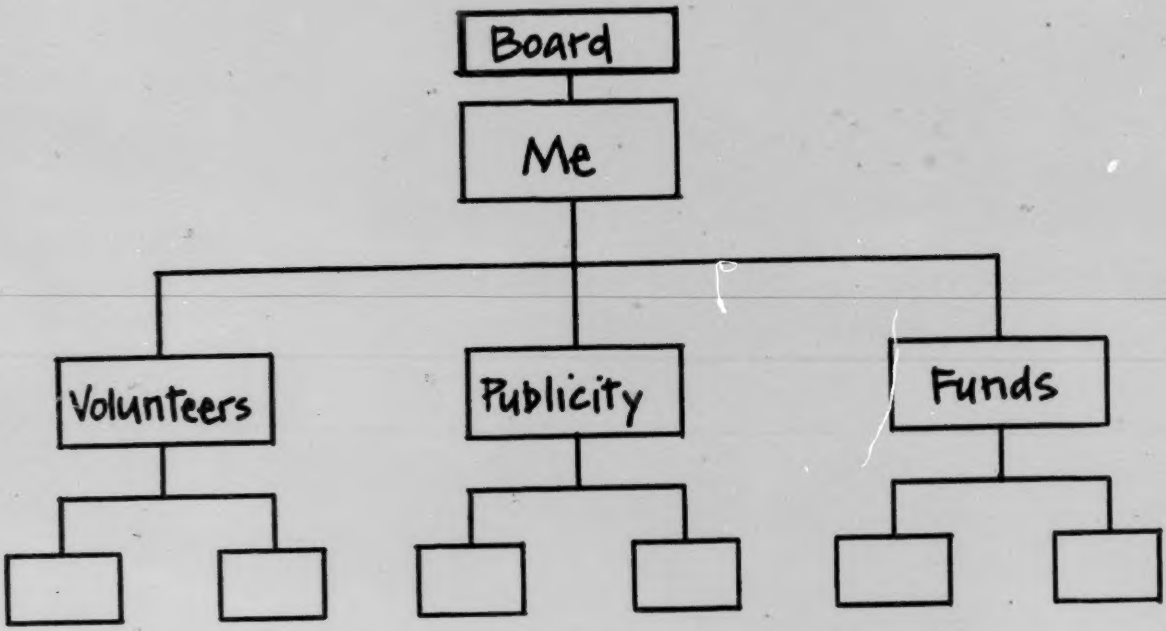
I think I've given you all the inside information I can provide from where I sit. It's up to each of you to learn what skills you must develop in order to make a go of it where and when you are. Stay cool, hang loose, and good luck!

Terry Person

One View

ON BEING A DIRECTOR

My View of My Place in the Community


Board
Me
Volunteers
Publicity
Funds

On Being and Becoming A Director

On the following pages are snips of transcribed tape done by a hotline director somewhere in the United States. These were edited by a Project staff.

We asked P. to talk about being a director so that her experiences could be shared with you the reader. P. did a one hour tape.

The tape was edited in such a way as to give a personal account of some of the issues touched on in this Handbook.

Significant to us was how P. went about doing the tape. She did a self-evaluation; and she asked others about how they saw her as the director.

We chose the title for these pages. To us, "Becoming A Director" would be the best title because P.'s theme, "Becoming" - growing, changing, solidifying as a person who is directing a large hotline. We put the word "being" in the title just to avoid confusion.

* * * *

The director must be willing to take risks because, inevitably, administrators make chancy decisions.

I am from the suburbs - a white woman - was into drugs and living with a guy - we got busted - he was put away - me too - I had to keep going - I had to try - I saw an ad for P.A.R. and volunteered. I signed up and I started working. And I can remember at that point working at P.A.R. and that was back at the first P.A.R. location on ------------- and there were maybe 20 volunteers. And I remember thinking about what I thought about the other P.A.R. volunteers. And I remember thinking that they were really naive, goody two shoes types.

I really felt kind of out of it, because in my mind,I considered them to be really kind of straight and the kind of people who would chuckle and think they were really something because they got high every once in a while and they took acid. I guess I was being pretty egotistical and defensive too, because I was saying that I really knew where it was at. And one of the things that P.A.R. did for me was that it was sort of a transition for me and it allowed me to be close to the life I'd led and not get hurt by it, at least not get hurt in the way I had been hurt. In the process I decided that I was going to look around for some other men too. And, you know, it was sort of like an awakening for me of what else was possible for me.

About the first year I went to P.A.R., I was still seeing things in a very alienated position. I . . . part of me wanted so much to kind of shake the bad feelings about myself, about what I'd been through and fight against the goody two shoes as I used to call them. And yet at the same time I wanted to be nice and clean and all that, which kind of tells you how deeply I was really feeling what I'd been through and what I thought about myself. My self esteem was so low. All of a sudden, one day after I'd been at P.A.R. for about a year, one of the people asked me if I'd gotten to do a speaking engagement. And it never occured to me that I was good enough to do something like that, to really be able to represent P.A.R. And I went out and it happened to be at the high school I'd gone to and I got really kind of a kick out of it. I went out and I did make the presentation talk and the next thing I know I'm being asked to do more and more speaking engagements and then I got more and more involved. Pretty soon I was volunteering at P.A.R. about 40 hours a week and doing my full time job at the department store besides. After about a year of this, and I really enjoyed working at P.A.R., I really did, I started to get much satisfaction out of the work, being given responsibilities, and doing something and getting positive support for doing it. My self esteem was going up. One time the two directors of P.A.R. asked me if I'd be interested in a part time job at P.A.R. for money and I flipped out. Wow! They said they really needed somebody like me, somebody who could organize things. And so I started working at P.A.R. as a paid staff. First thing I knew I was doing training as part of my responsibilities. And this was really a trip for me because I'd never been in an encounter group or training group other than the first one I came to at P.A.R. until I had to lead one. And that started another really growth filled period of my life. I started getting into groups as a trainer and started getting more in touch with my feelings and learning how to be honest. And I had some bad experiences too. At one point I went against the training group because I disagreed with them about allowing one of the directors to come into the group. They didn't like it and they didn't let him come in and I thought that he should. Dealing with my disappointment made that night a real "trip" for me. From then on training became my life and it was really something that I felt really strongly about. My own psychic survival was important because of my past experiences, and I wanted to get across how important it is to be self aware, to be able to feel how you're feeling and to be able to communicate that to other people and to be able to sense how they're feeling. And that was kind of one of my motivations then in training and one of my motivations now too. That's one of the things I've really gotten out of P.A.R., I've really valued those experiences.

An administrator must be happy in getting work done through other people and must be willing to forego the satisfactions that come from rendering direct service to clients. He must be the kind of person who can live with conflicting interests and can live with the uncertainties of the job.

From a Book: "Since an administrative job is never routine and never is it possible to plan a program too far ahead, the administrator must know how to cope with the unknown, the unpredictable and the inevitable emergency problems. The administrator must have a high level of energy and must be able to work long hours. In addition he should be able to take and handle criticism and must forego too much need to be liked. He has to be receptive to the communications of other people and must develop thoughtful style in hearing and listening. He must be able to handle the authority component of his role without becoming authoritarian. He must be able to say no without becoming negative. He must have patience and persistence as he gives leadership to the proper city agency. He must be willing to accept certain inroads into his personal life, because the administrative job does not necessarily end at the close of the work day. He must be able and willing to set priorities and make decisions about the use of his time."

I was offered the job of director. In terms of talking about the transition, when the past director talked to me about assuming the position, he talked to me about four months before it happened and asked me if I would be willing to accept the position. I said I'd really have to think about it because I really wasn't wild about it. And I really wasn't wild about it because of inroads into my personal life, having to assume responsibility, more responsibility than I had. And just the general nature of what I was perceiving at that point what an executive director of P.A.R. had to go through and it seemed like a whole lot to me.

And I thought about it and I talked to the man I was living with about it to see what he'd think and decided ya I would do it. And I would make a commitment to do it for two years because I would learn a lot. And I was really scared . . . it was a scary thing for me to think about having the ultimate responsibility in the organization, because it didn't feel quite so safe, it felt a lot scarier and also to think about being the first woman executive director of the organization. I'd be following in the line of three men all of which were rather tall, very charismatic and very counter culture oriented. I'm 5'5" and I don't see myself as being very charismatic. You know, I'm much more the kind of person who will do something very thoroughly, in a more business-like fashion, as one volunteer described it. Anyway, I decided to do it. And I was as I said really scared. I really, you know, was afraid of failing. And I was in for a few surprises. One of the first surprises, I had no idea of how out of touch I was with what I have to call now the real world. The two and one half years I had sat totally inside P.A.R. in what some call the love seat. And what they mean by that is that that's the position where, you know, people look up to you, you get a lot of support, a lot of reinforcement and a lot of good feelings back and forth because what you're trying to be to people is someone who shows them how to be self aware, how to communicate how to have real relationships over the phone and with other people. And I didn't realize how safe that position was. And I went out into the "real" world and I really went through a lot of psychic pain at times. One, I had no idea of what things were really like, and prior of that I thought I did. And what things are like in terms of the general community of other social service agencies. And so I went and talked to a few people, and just kind of checked in, introduced myself and I went to a real variety, both people in alternative service agencies and people in really traditional established agencies. One of the things I discovered that really upset me was that alternative agencies were becoming really passive, they weren't working together. They weren't organized, they weren't communicating with each other. Consequently they weren't assuming any kind of powers in the community, and representing the people that they were serving. I got this input from several different people; it really bothered me. I saw that one of the things that I was going to have to do was to bring P.A.R. out of an isolationist position in terms of just being counter culture and, you know, start relating to the rest of the community. I had no idea that P.A.R. got the largest volume of any service in the area in terms of a phone service or an informational referral service. And in the past, I knew our calls were really up, but I guess I hadn't stopped to really think about how that compared with other services in the area. And I went out and I discovered that other agencies had a mere fraction of the calls we did, and that they had budgets that were three, four, five, ten times as great as ours. And in the past I can remember when the past director got us some long term funding, we were just excited. We couldn't believe that somebody had really given us sort of an O.K., we did exist and we were doing a good job. And we all felt really lucky to be getting any money. And as I went out and I started discovering what other agencies did I started getting kind of angry. You know I would go to meetings where, you know, we had the biggest volume, people keep trying to reach us all the time. I'd go to meetings where people, you know, each had their own personal secretary. And each had what I call their executive director beeper so they could be called out of meetings. They had a lot of luxuries that P.A.R. didn't have. And not necessarily, I guess I wasn't necessarily thinking that P.A.R. should have those. Because that doesn't really fit with the philosophy of P.A.R. But it really disturbed me at the same time that in reality we should be getting a lot more recognition from the community than we were. The people were thinking of us as being hippies and they had no idea of the number of calls we had and that our calls had changed from being primarily drug related. So I set myself a goal of being involved with these agencies and communicating who we are and what we do. Part of this goal too, you know, has meant representing what I consider to be the Counter Culture. It really depends, it depends on the people that I'm going to be meeting with, what the purpose of that meeting is whether or not I wear my counter culture executive director pant suit, and what I mean by that is blue jeans, a tee shirt and a blue denim jacket or if I get dressed up in panty hose and a suede jumper to look like the junior woman executive. There were times when I would feel as if I were a high class prostitute changing my language, changing my clothes depending on who I had to relate to. And this was really hard for me. I bought my first pair of panty hose in three years after I became executive director. As I started to mellow out on the whole thing . . . I began to feel differently about it. Because what I was really trying to do was to get people to listen, you know, listen to me, really hear what P.A.R. is about, the kinds of problems the people who call us have. And sometimes in order to get people to listen to you you have to do some of the things that they consider to be sort of the keys of entry into their group. And so I'd do that. And one of the things I had to learn to do was to check myself so I didn't always run around saying "fuck", because I really had a tendency to say that. I had to clean up my language. And I also had to learn what I call politely, bullshit. I'd never been really good at that once I got involved in P.A.R. and got into self awareness and honesty and feelings and that kind of thing. And I took things too seriously before, now I had to learn how to be and communicate polite superficiality. And that was . . . I think that's a good skill to have in general but that was difficult for me to learn and it was anxiety producing too. I think what some of this gets into . . . and I just played back some of this and I realize that I'm not saying what I think P.A.R. is and what it is that I'm so concerned that people hear. I think P.A.R. is just an incredible organization.

Someone I spoke to said she expected me to maintain myself as a liason between the Counter Culture and the Establishment.

One woman said that I seemed to have a high tolerance for frustration. I didn't feel that! Someone else saw me as assertive; I didn't see myself that way! One person said that one of the things he's really seen is that

P.A.R. has a lot more energy and is seen as having a lot more energy and that P.A.R. has a lot more openness with the community. And that kind of made me feel good because I really believe that we should be more involved with the community in order to be a good agency. In his mind the past director symbolized the Counter Culture very strongly. And with my assuming that position and doing the job the way I do the job, he said that P.A.R.' image has changed. And we have a lot wider and much more diverse community involvement. In terms of my strength he said there were a couple of things that were really really positive. One, my high energy level. The other positive in his mind, is that I can work with anybody; beyond the bridge of the troubled waters, as he put it.

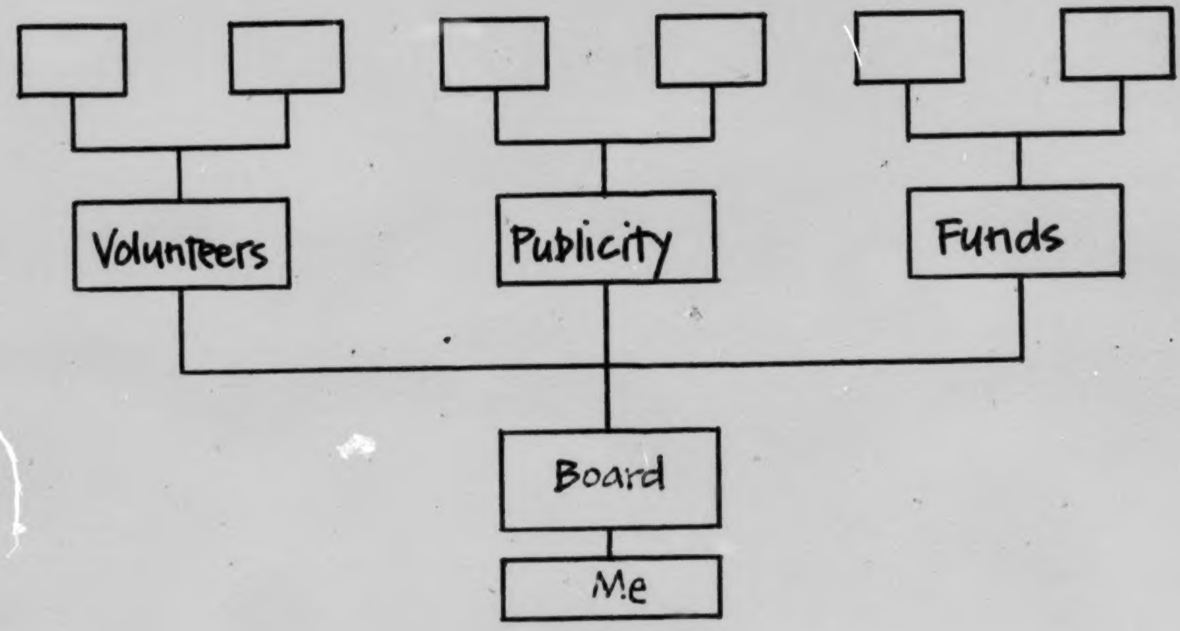
The director must be willing to take risks because, inevitably, administrators make chancy decisions.

And so it goes; and so I grow!

Another View

ON BEING A DIRECTOR

My View of My Place in the Community


Volunteers
Publicity
Funds
Board
Me

PARTICIPATORY MANAGEMENT

Purpose:

How people organize for work not only affects the efficiency of the organization but also the values and feelings of the job doers. Likewise, individuals values and feelings effect the way they organize.

The purpose of this section is to sensitize you to some important issues before you implement your style of organizing for work.

Words

workers

staff

line

subordinates

superiors

hierarchy

bureaucracy

efficiency

satisfaction

benefits

change

Questions

What is hierarchical management?

Is a hierarchy (bureaucracy) an effective way to run an organization?

What could be done to increase worker morale?

What is participatory management?

Does everyone want to participate?

What's in it for management?

Are the benefits of participatory management worth the increased costs?

What value issues are involved?

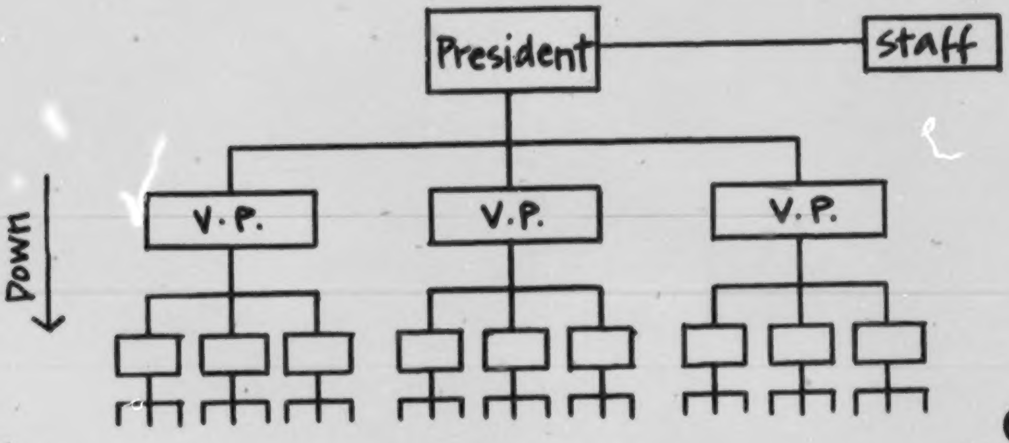
Are there models for implementing such a plan?

What are the organizational consequences of the new program?

A phrase which is kicked around quite a bit these days is participatory management. It's one of those phrases that carries with it many meanings for many people, as well as a great many emotional reactions. We will try to explore here why this might be the case.

What is hierarchical management?

The classic view of an organization is one in which the President sits on top and looks down at all the levels of workers and staff that have been hired to meet the goals of the organization.



The President might only manage three people, the VP of Personnel, VP of Finance, and VP of Production. These people will again manage several people each and so on down the line. There might also be a group of consultants or experts who do not fit in the line but advise and support the managers (at any level) and are considered staff members.

Each person within the structure is responsible for his own part of the job, to see to it that his subordinates perform well and to report from time to time to the person above (the superior). The whole structure is referred to as the organization's hierarchy.

All certain tyrants over
souls wish for the men
they teach is that they
should have unsound
minds.

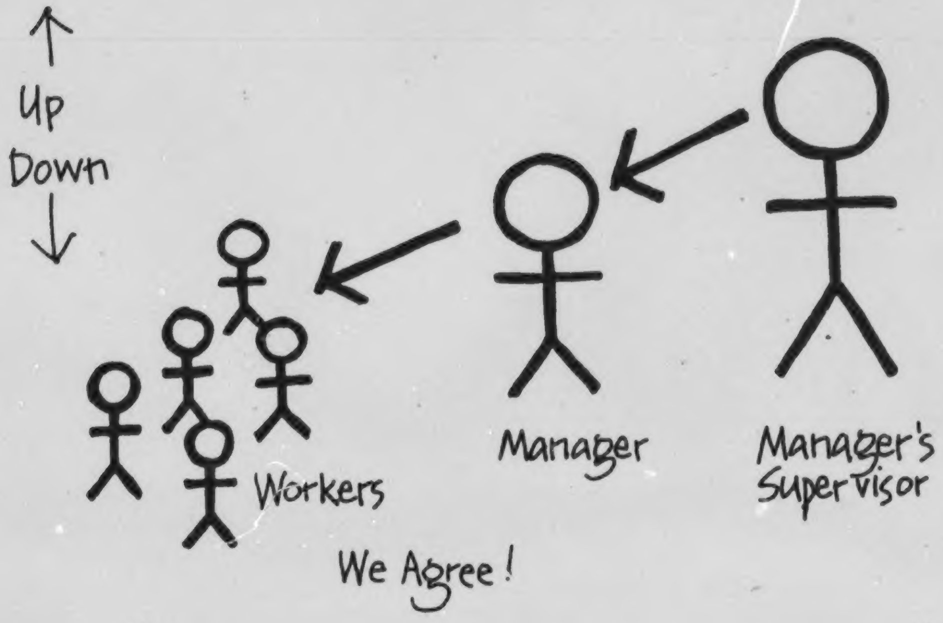
Voltaire

From Holleb and Abrams,
pp. 72-73, See References

Creeping Bureaucracy Versus Organizational Innovation

> Even as the alternative programs became more structured and bureaucratic, there remained a strong sentiment among many staff members to fight this tendency. Some of the staff felt uncomfortable with their power and estranged from the rest of their colleagues. Other staff members voiced the sentiment that the program had overreacted and was becoming unnecessarily rigid and alienating.
>
> A large proportion of staff wanted to be a part of an innovative radical enterprise. Thus, as the services in alternative programs became more conventional, as the "tight family" died, and as salaries increased, their energy to innovate went into reforming the organization. They felt more confident tinkering with the mechanics of an organization than experimenting with the helping process. If something went wrong with an organizational experiment, there might be bad feelings; someone might even quit; but if something went wrong with an experiment in services, the staff feared that clients might suffer needlessly. The creation of innovative organizational designs was pursued with fervor by radicals left over from the 1960's. Their days of larger political activism were over. They had turned to cultivating their own gardens. These programs became models for testing out theories of postrevolutionary work settings...
>
> The programs were caught between the conflicting injunctions of bureaucratic efficiency and radical critiques. The results were continual reformations and counter-reformations in organizational design. New systems of administration and decision making came and went over a period of a month or two as staff struggled to find the best synthesis between efficiency and participation.

Worker View of Hierarchy


Up
Down
Workers
Manager
Manager's Supervisor
We Agree!

Is a hierarchy an effective way to run an organization?

The view for many years was that the only way to run an organization was through a hierarchy. In theory, it seems to be effective, but in practice it may break down. Since there are specified procedures for dealing with all problems and a division of labor, jobs within this structure become more narrowly defined as the organization grows. As a result, work becomes monotonous, routine and unfulfilling. The worker's sense of self and job involvement suffer and the worker becomes less and less a person and more and more an interchangeable piece of equipment.

See References, Baizerman on Staff Burn-Out

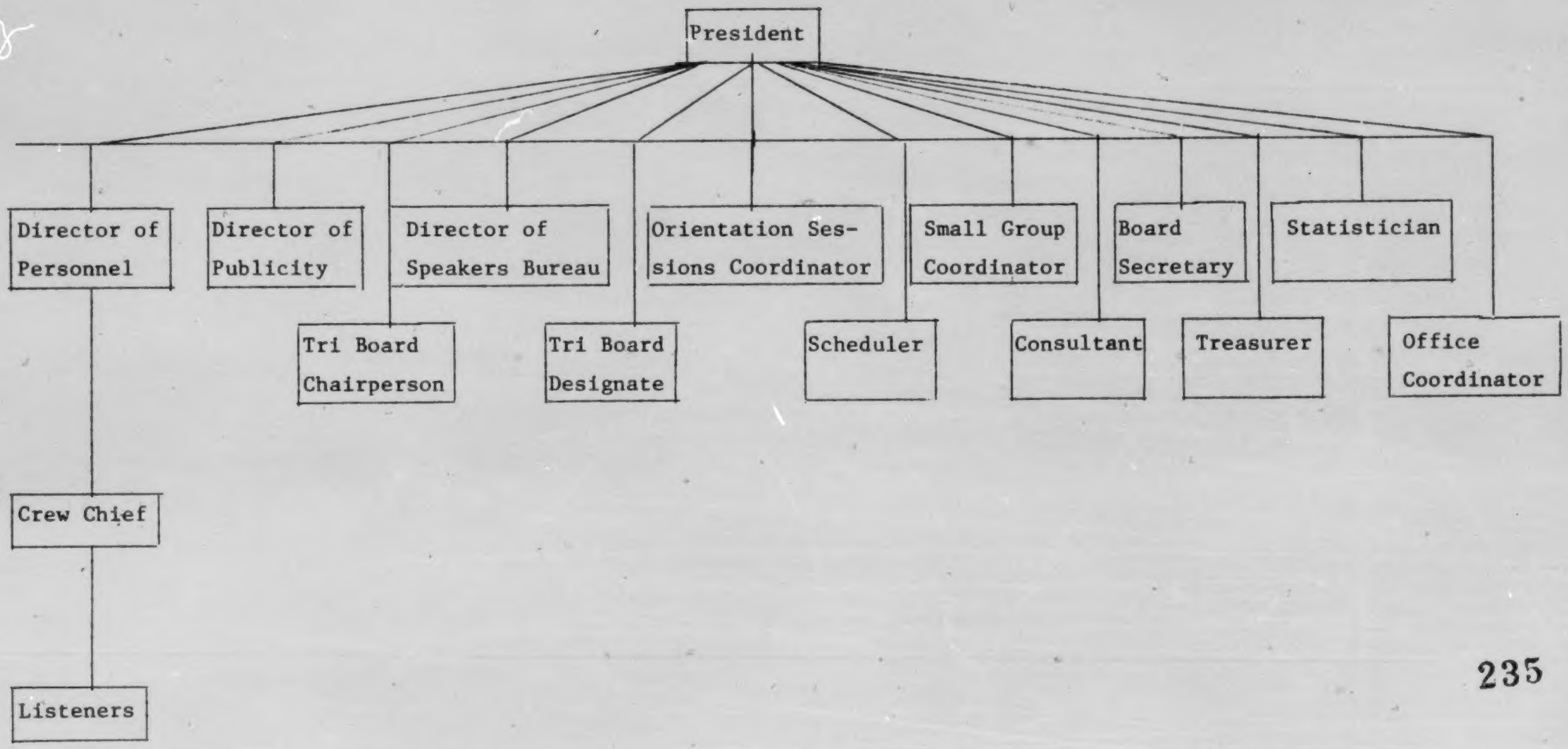
The choice seemed to be between increased efficiency and productivity on the one hand and worker satisfaction on the other. The choice is not in the worker's favor.

The organizational structure for one of the Hotlines we know about is given below.

See References, Porter, Lawler and Hackman, pp. 278-285.

Is this a bureaucracy?

The organization of the Hotline is the president and then below him the board and below that crew chiefs and then the mass of volunteer listeners. All but one member of the board served as crew chiefs and rotate as listeners themselves. There are 17 board members. The crew chiefs role seems to be an essential one. It is the role of the supervisor and the crew chiefs to call in each shift and check on the listeners and the


President
Director of Personnel
Director of Publicity
Director of Speakers Bureau
Orientation Sessions Coordinator
Small Group Coordinator
Board Secretary
Statistician
Tri Board Chairperson
Tri Board Designate
Scheduler
Consultant
Treasurer
Office Coordinator
Crew Chief
Listeners

THE ORGANIZATION OF A HOTLINE

(Is this a bureaucracy?)

Sorry about "manned." It should be "covered."

operation of the center itself. The center is in operation from 4:00 p.m. to 1:00 a.m. with two shifts from 4:00 p.m. to 8:00 p.m. and 8:00 p.m. to 1:00 a.m. The first shift is manned by one listener and the second shift by two. The present roster includes approximately 80 listeners which means that it averages out about to approximately one day per month. The crew chiefs now rotate daily but the prior procedure was a weekly rotation and there were suggestions that they will soon return to the weekly schedule of crew chief rotation.

What could be done to increase worker morale in a hierarchy?

See References, Porter, Lawler, Hackman, pp. 297-306.

Certain movements began in an effort to better the worker's lot within the hierarchy. These movements were designed to satisfy the workers' need for individualism while not interfering with the needs of the industrial machine. Some consequences were Job Enlargement and programs in Job Redesign. The thrust of Job Enlargement was to expand the scope and personal responsibility of the job holder. It was assumed that this would then increase personal involvement as well as satisfaction with the job and thereby increase worker commitment and motivation. Whether or not job enlargement can be successful is still open to question. The thrust of Job Redesign was to restructure the job itself to get a better fit between worker ability and job. The success of this approach is also questionable.

See References, Porter, Lawler, Hackman, pp. 418-420

What is participatory management?

Very simply, participatory management is exactly what it says it is--a way to manage the organization where both worker and management participate in decision making. The purposes are to increase the worker's sense of importance and the organization's effectiveness. The form and extent of the participation are crucial. Some might think that encouraging workers to drop suggestions in the suggestion box is participatory management. At the other extreme are those who believe that a communal ownership of the organization is the real definition of participatory management. In between are varying degrees of ownership and voice in organizational decision making by the 'workers' that are labeled participatory management.

Does everyone want to participate?

Many people would rather not assume the responsibility of participation. There are, however, a good many workers and volunteers who have a great deal to offer the Hotline but who may not have the opportunity to participate. The issue for workers then may not be whether or not they participate, but whether or not the opportunity to do so is available. It may be the organization's

> The truth. No; by nature man is more afraid of the truth than of death--and is perfectly natural: for the truth is even more repugnant than death to man's natural being. What wonder, then, that he is so afraid of it?... For man is a social animal--only in the herd is he happy. It is all one to him whether it is the profoundest nonsense or the greatest villainy--he feels completely at ease with it, so long as it is the view of the herd, or the action of the herd, and he is able to join the herd.
>
> Kierkegaard

and the individual's responsibility to see that this state of affairs exists.

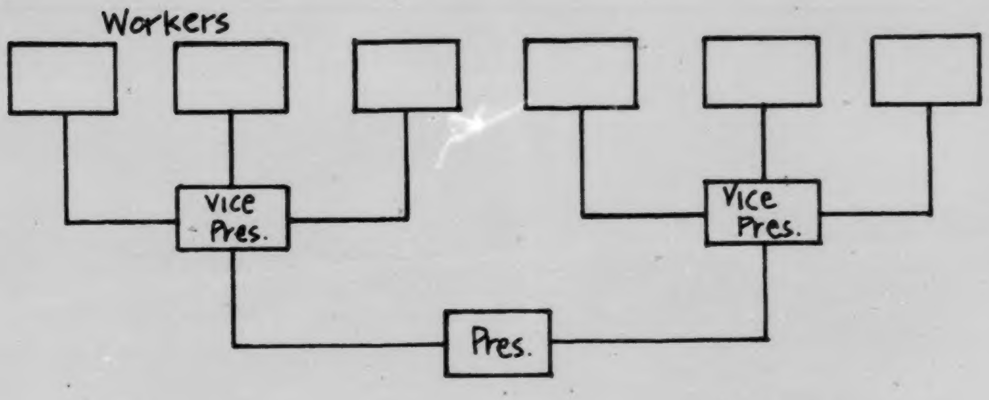
Without much fan fare, the director started talking about what the problem was with the shortage of volunteers. The issue stated was the need to mobilize resources to find new ways to recruit people. She said, "This is a brainstorming session, any ideas that anybody has about how to recruit people or new volunteers to man the shifts would be appreciated." Then we started organizing ourselves and seeing what shifts each person would be willing to take. In other words, immediately upon stating the problem, she avoided it and spent the entire meeting deciding which people would be manning which shifts rather than seeking alternatives and ways to get new volunteers. The volunteers were eager enough to take on extra responsibilities. The real issue was never dealt with and the volunteers never had a sense of participation in the decision that would be made.

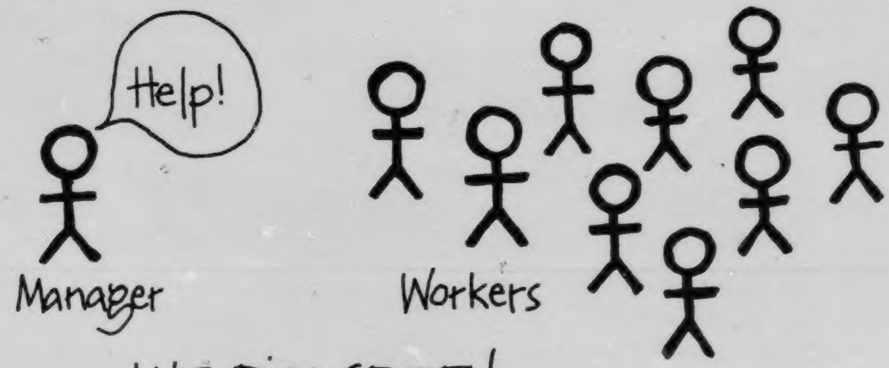
What's in it for management?

Hopefully, a smooth running organization. This may not always seem obvious or even possible on its face. The increased diversity of opinion and conflict that surfaces could probably bring paralysis of action in some places. It is also time consuming for management, requiring new skills and more training. Once these initial transition problems are overcome, however, the end result may be better communication, higher levels of commitment by the staff and, in the end, acceptance of the job by workers. In a highly fluid society, a hierarchy may be unable to deal with rapid environmental change. Some form of organizing other than hierarchy may be essential

See References, Bennis, Organizational Change

Management View of "Participatory Democracy"


Workers
Vice Pres.
Vice Pres.
Pres.


Help!
Manager
Workers

WE DISAGREE!

to keep the Hotline vital.

Are the benefits of participatory management worth the increased costs?

The costs and benefits are fuzzy issues and not always clearly discernible. If they were, we would then have to ask what level of benefit would make a specific cost worthwhile--that is, is it a good investment?

No matter what the data say, the final issue becomes management's view of what the world "should" be like, no matter the costs of achieving such a state. It is, in the end, a value judgment since the value of each benefit is your own belief of the importance of such a state of affairs.

See Values and Beliefs Checklist, page 52.

What value issues are involved?

While even this is dependent on your own view, it seems that one issue is the development of the attitudes, feelings and values of the person as worker. Since the worker will respond to the environment in which he is placed, the development of the environment is an important ingredient in the development of these attitudes, feelings and values. The primary value issue may be what concept of man the organization embraces.

If men cannot refer to
a common value,
recognized by all as
existing in each one,
Then man is incomprehensible to man.

Camus
The Rebel

Secondly, the issue of control and power over resources is at stake. Will power in the organization be based on coercion and threat or collaboration and reason? Again, it is management's conception of Man that is crucial.

Are there any models for implementing participatory management?

See References, Bennis', Organizational Change, Chapter 6 and 7.

There are places which have tried different techniques to reach these objectives. But each organization is different and requires not only different techniques to reach the final goal but possibly even a different goal. The SEM is one mechanism to use to arrive at where you want to be (either by putting a management question through the mixer or by using SEM on any question with all the staff participating).

What is important is first to assess where you're at and then where you want to be. When these are understood the bridges may become obvious to you.

What are the organizational consequences of the new program?

Whenever you change something, you should expect to see a need for change arise elsewhere. For example, higher levels of participation may lead to lower levels of burn-out, which may mean decreased need for training and recruitment, which would in turn have its effect on publicity and the group who are responsible for training,

Note: Higher levels of participation could also cause higher levels of burn-out.

which might in turn free time for more in-service training, which would also have its consequences. The career pattern of a volunteer may likely change as well. This may create new demands on the organization and create different expectations on the part of the worker.

There may be two key things to keep in mind when implementing a participatory management technique:

1. Management may find itself troubled by the need to take responsibility for decisions it may disagree with. There may be resistance and frustration as a result of the new program.

2. When a program is implemented, the organization must monitor itself closely for unexpected consequences and new demands created by the new program.

See References, Holleb, et al.

Note: This chapter used the words "management" and "staff" or "worker." This was done to clarify the issues. Many of you know about the Movement and the Counterculture attempts in the 1960's to create Hotlines in which the distinction between "management and worker" did not exist--in commune-like programs, in co-ops, etc.

Indeed, much that was rich about the '60's was the very attempt to have organizations which were "one" --all people on the same "line."

Free Space

Draw your own "management" diagram:

ORGANIZATIONAL DEVELOPMENT

Purpose:

Organizational development is often looked at impersonally as a way to change how an organization is structured. This chapter attempts to show the personal and individual nature of organizational development. Organizational development and individual development may go hand in hand!

Words

participation
management
change
power
groups
norms
identity
disenfranchised
dilemma

Questions

Can an organization change without (its) members changing?

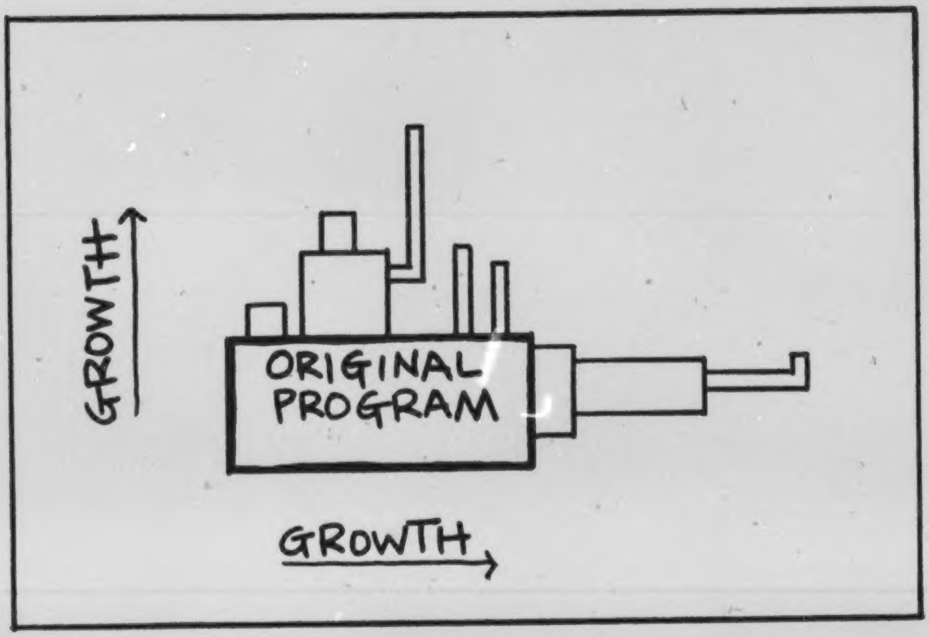
Does the organization's purpose have any effect on individual values?

Will individual values and personal values always be the same?

Are there any "built-in" organizational identity crises at Hotlines?

Can organizations in dilemma grow?

Organizational development in its broadest sense refers to changing an organization from its current state of affairs to a better, more developed state. In a sense, this is what the SEM Handbook is all about. In an earlier chapter, participatory management was described as a possible goal for an organization. This notion of participation is also what the SEM Handbook is about. You may want to use that chapter along with this one since participatory management is both an end of and a means for organizational development.


GROWTH
ORIGINAL PROGRAM
GROWTH

Can an organization change without (its) members changing?

Most views of organizational development describe change as "structural"--between the organization and its environment or between certain groups within the organization. Another emphasis is on changing the organizational "climate." However, if you accept the participatory management model of shared power and collaboration among all members of an organization, then organizational change requires individual rather than structural change. The focus of change is not the structure of the organization but the values, needs, and attitudes of each individual. Change must come from within individual group members rather than being externally created. In fact, change in a participating context cannot be externally created since it wouldn't work without individual members acceptance of and participation in the change program.

These are crucial issues about which there is good, honest disagreement.

From Holleb and Abrams, pp 74-75, See References

Pequod's Transitional Crisis

A crisis at Pequod in the fall and winter of 1972-73 illustrates many of the themes of transition. At this time Pequod had a paid staff of five and about twenty volunteers who had been around for at least a year. The volunteers did the bulk of the clinical work. The crisis resulted partly from financial problems. The paid staff was having difficulty raising enough money from grants to cover their own salaries. The organization was in debt, and tension developed as a result of increasing feelings of anger and resentment within the ranks of the volunteers. The volunteers felt they had a right to all the rewards that the organization offered: power, prestige, intimacy, and money. It was an organization where everyone was supposed to have a piece of the action but only the paid staff were cashing in. The paid staff, for their part, resented the volunteer staff for not participating enough and for leaving too much of the burden on them. They also resented that the money wasn't coming in to pay for their labors. Some had to moonlight in other jobs.

The conflict was also a first-generation/second-generation issue in that the volunteers who were complaining the loudest were relative newcomers to the program. They were, for the most part, people with goals and values different from those of the core staff. They wanted Pequod to be a place to establish their careers as counselors, not a part-time volunteer program. They favored a more structured, businesslike, and financially viable program. The core staff still held onto the founders' ethos of volunteerism and commitment to social change.

The whole staff retreated to the "woods" for two difficult days. In long and arduous meetings they argued about the goals and directions of Pequod. They faced many of the painful personal conflicts which had been avoided over the previous several months. The first day of this staff retreat was used to define the issues. An outside consultant was brought in to help them with the task. By the end of the second day the following decisions were made: First, the paid staff were disbanded. Second, everyone was to receive fifty per cent of the money earned from seeing clients. Third, membership was closed.

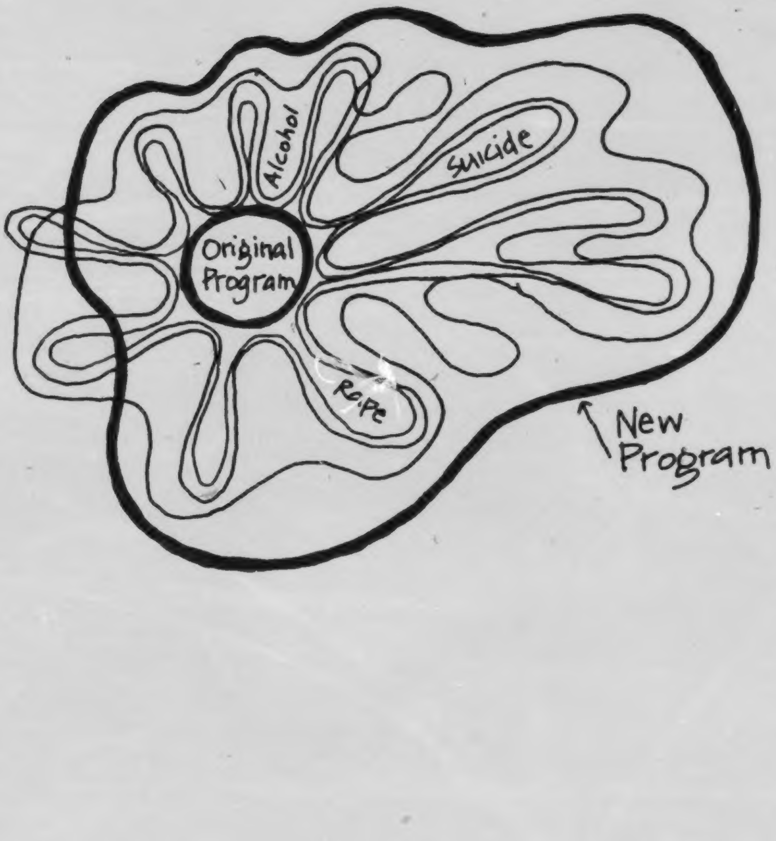
These changes had significant implications for the organization. The distinction between volunteers and paid staff was eliminated. The seemingly inexorable process of differentiation and increasing hierarchies was halted. A workable, consensual decision-making process was initiated. The family that the core staff had created was disbanded and in its place a larger and more stable community grew...

The community legitimized the policy that people had a right to be paid for clinical work. Previously at Pequod, money had only been given for administration. This new policy ran counter to myths created at Pequod's inception that the organization would be an altruistic agency. It would not be a place for staff to make money--no matter how little--through clinical skills. That bore too close a resemblance to professionals and private practice. But the reality was that the organization was not involved in major social change. It had never successfully defined what that social change was to be, beyond supporting alternative lifestyles and creating a community between helpers and clients. The realities were hard to see, particularly for the founders... The newer staff could see more clearly that Pequod was in fact in the business of providing valuable and needed low-cost counseling.

The other long-cherished but hollow myth that finally died in that transition was the belief that Pequod was an open community. No longer could someone wander off the streets of Cambridge on a Wednesday evening and check out a Pequod community meeting. In fact, the organization had long been growing more crusty about entrance boundaries. First, clients were no longer invited to community meetings, then potential members were not encouraged to attend. The actual closing of the membership acknowledged the shared feeling that staff members needed to take care of themselves by establishing comfortable work boundaries. A coherent membership was essential if trust was to build through the whole staff. So Pequod became a counseling work collective. It was a hard transition for some of the original members, particularly those on the "dismissed" paid staff. The Pequod they had known was gone and a new group was taking charge. The new group had visions. Times had changed between 1970 and 1973, and the organization proved fluid enough to respond and survive.

Does the organization's purpose have any effect on individual values?

We believe it does. Different organizational goals will create different demands upon the organization's members and the creation of a variety


Original Program
Alcohol
suicide
Rape
New Program

of group norms and values. An organization whose goal is the gathering of information must develop norms which do not hold privacy in high regard or the job could not get done. On the other hand, an organization designed to help develop human beings may need to develop norms for privacy and respect for the individual in order to function. In short, the service or product the group provides will require adherence to certain norms and values in order to complete the job.

Will organizational values and personal values always be the same?

See References, Perrow in Hinton and Rutz

Not necessarily! There will always be pressures and tensions between the required organization's values, that is, the norms shared by all members to get the job done and the individual values. Many times an organization member will be willing to contradict his own values for a time because of a belief in the total worth of the organization or some other personal purposes. Often, however, organizational members may find themselves in an "identity crisis," holding inconsistent values, or behaving in a way that contradicts personal values. There will probably always be some type of conflict between the organization and the individual. The issue is to

Note: This is a key part of the Individual Psychology of Alfred Adler. The concept of Social Interest versus Self Interest.

See References, Festinger

Nothing gets on my nerves like that indeterminant nonentity called a healthy man.

Romains

Or to keep the conflicts in certain domains of agency activity.

keep these conflicts to a minimum so that they do not interfere with growth in the participatory organization.

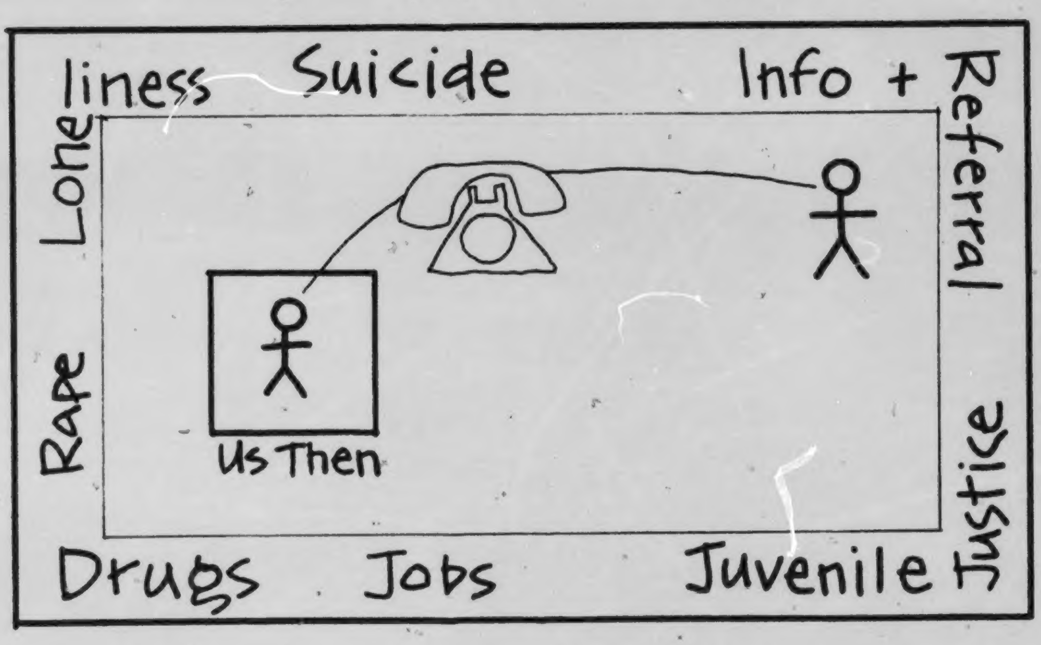
The director of Hotline and the preceding director have during the past several years become concerned about one issue in particular--human sexuality. They have been extensively involved in community "advocacy" on the issue and have developed a "rap" to present to the schools in town and to important political groups. They also presented this "rap" at each training session to orientate the new volunteers. One of their beliefs was that it was impossible to disguise sexual prejudices on the phone and that as a result it was very easy to alienate callers.

When role-playing a sexuality call, it was noticed that the role-players were tense and the group was highly critical of the trainer, possibly indicating some underlying problem. It was possible that the organizational values of monitoring one's own attitude was being learned or transferred at this point through the role-playing process. Several months after this training session at a staff meeting, it became necessary to discuss policy on birth control because of community pressure which had recently tried to stop the program. The staff had a great deal of trouble openly talking about their values on this issue. They could not come to a decision and as a result could not muster the support within the organization to withstand the community pressure; they lost the battle with the community.

See References, Baizerman; Harris

Are there any "built-in" organizational identity crisis at Hotlines?

It may be that all social service agencies really sit on the horns of a dilemma. Two contradictory values commonly held at some Hotlines (social service agencies) is a belief in the personal dignity of every human being on the one hand, and a condemnation, on the other hand, of an irresponsible society that creates human suffering. That



Loneliness
Suicide
Info + Referral
Rape
Us Then
Drugs
Jobs
Juvenile Justice

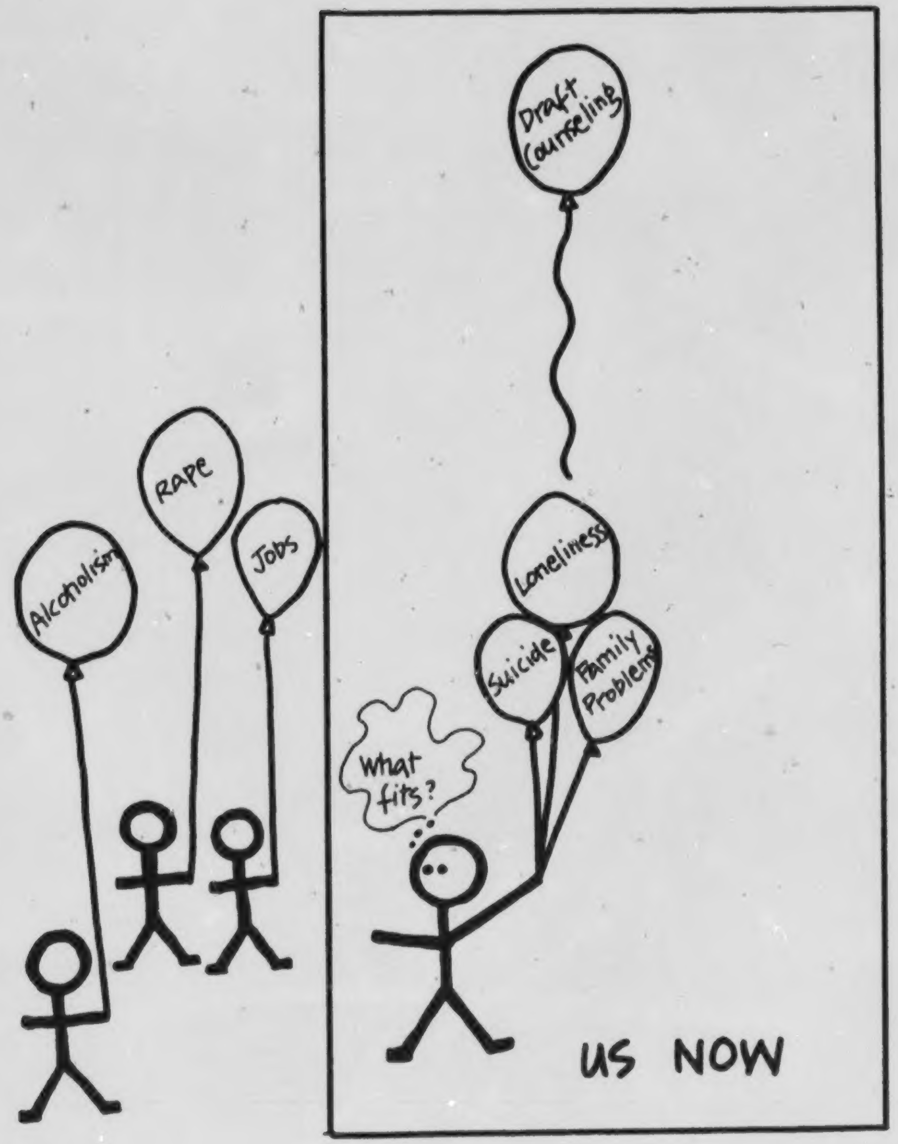
US NOW

is, a high regard for each person's right to his own values along with a low regard for certain specific values.

But the problem is more serious than this. A human service organization must instill in all its employees and volunteers a respect for each client's values (in order to help the client) while at the same time a disdain for certain values (that some potential clients may hold) which are considered the 'cause' of social problems. Since this is impossible, the consequences may be the restriction of service to only certain groups of people, that is, to those groups that hold the "correct" values. The problem is that values have a way of not being easily changed and the organization has put itself in a very precarious situation. Unless the values (organizational and/or personal) are amenable to change, the organization can find itself out of business when its restricted client group no longer needs service. Unless certain organizational values change, there will be no acceptable clients at some future time.

See Chapter 14, Who Shall We Serve?, page 75.

It is precisely at this point that the organization faces an identity crisis and needs to examine its values so that it can grow, change, and develop. If one is aware, however, of the values beforehand, one could head off the crisis before it occurs.


Rape
Alcoholism
Jobs
Draft Counseling
Loneliness
Suicide
Family Problems
What fits?
US NOW

Another similar identity crisis would be the identification of the work group with larger groups outside the agency. The identification with this group might be both expected of the worker while at the same time contradictory to the workers' identification with the organization. The workers may be expected to identify with "the revolution" and believe that he should therefore be independent of his job role. The worker should be "free." The social service agency, on the other hand, may expect "job fusion," an extreme form of commitment. As a consequence of having simultaneously different expectations of its employees, this particular issue may become disenfranchised in the sense that it is not discussed or is considered to be of a high personal nature or otherwise avoided. But is it not essential to discuss these values before organizational development can take place? In fact, isn't development a discussion of the disenfranchised values in a search for the dilemma that hold you, the organization, from growing?

What you are speaks so
loudly
I cannot hear what you
say

Emerson

> Our feelings about permanence was paradoxical. On the one hand we felt that we would be at Project Place forever. On the other hand no one really believed it would last more than a couple of years.
>
> Staff Member,
> Project Place

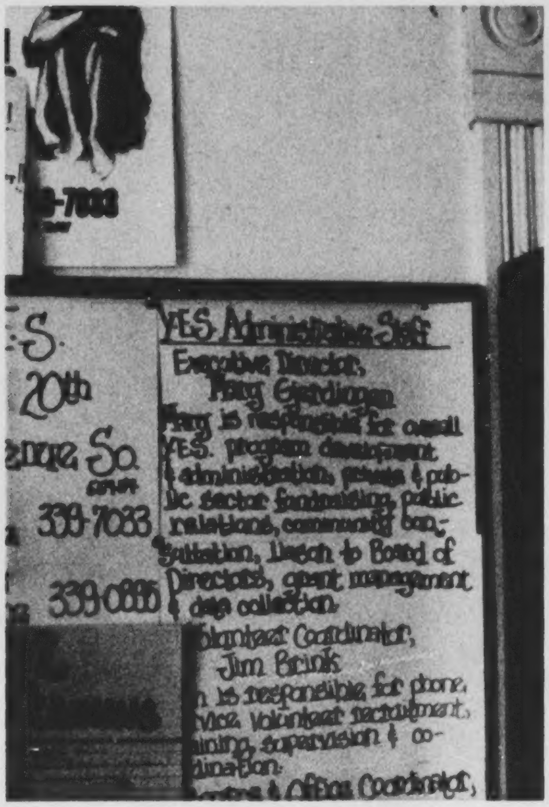
From Holleb and Abrams,
See References.

Can organizations in dilemma grow?

It is possible that organizational dilemma will impede growth in certain areas unless that dilemma is resolved. Don't be afraid of facing the dilemma, its existence is a sign of viability. Resolution of the dilemma is a process of examining (and changing) your personal values for the good of the organization. It is a process of organizational and personal growth. Existentially they are the same!

successful hills are here
 to stay
everything must be this
 way
gentle street where people
 play
welcome to the soft parade...

Jim Morrison



YES Administrative Staff
Executive Director,
20th
339-7033
339-0885
Volunteer Coordinator,
Jim Brink

MEETING PLANNERS SHOULD AVOID THESE TEN BIGGEST MISTAKES

1. Falls to set objectives. ("True meeting objectives are concerned with what attendees do back on the job.")

2. Doesn't meet audience needs. ("Each audience is composed of unique individuals with problems unique to them. How well the meeting planner uncovers and meets those needs determines the validity of the program.")

3. Is a slave to precedent. ("New start for each meeting keeps you from being locked into an old format or meeting device which won't meet new conditions or problems.")

4. Doesn't involve management. ("Meeting with the boss in which you try for specific objectives will make your job easier.")

5. Is gimmick oriented. ("Many corporate dollars have been spent in multimedia presentations, industrial theater or expensive films when a series of small group discussions might have met the planner's objectives more effectively.")

6. Uses only one-way communication. ("If you fail to get participation and audience involvement, you fail to get audience commitment to your meeting and its goals.")

7. Allocates time unrealistically. ("Some sessions drag out for minutes longer than they need to while others are so rushed attendees retain little content.")

8. Doesn't rehearse resources. ("If you rehearse speakers, technicians, presentations, you can keep your mistakes private and make your public ceremony a success.")

9. Falls to plan for followup. ("Participants should be given a post-meeting assignment to carry out after they have returned home.")

10. Omits evaluation. ("Most meeting planners who discuss evaluation are talking about feelings. But good evaluation measures changes in behavior.")

From Successful Meetings,
a magazine

FUNDING

Purpose:

To make you more effective in working with funding sources

Words

effectiveness
funding
accountability
account
per capita
criteria
fixed costs
variable costs
benefits
resources
allocation
goals
value
ledger
checking account
savings account
cost
long term
price
money
utilization

Questions

What criteria will the funding sources use?

What level of activity will the funding sources consider acceptable?

What can be done honestly to make the organizational measures look better?

How much does a phone call cost?

Which costs are relevant to the phone call?

How can fixed costs be explained?

Are costs related to community needs?

What about effectiveness in terms of actual community results?

Should we ignore benefits then?

Can the accounting procedures be changed to make it easier to do funding reports?

How much money should we spend on each activity?

Is there anything to be aware of in terms of finances?

More than likely, your program is highly dependent for its existence from year to year on either the good will of the community in the form of private benefactors and the community chest, or on public funds from the local, state or federal government.

To be funded or refunded, you must be able to show the people who control the purse strings that you are "effective." Just what the criteria are for an effective program is difficult to pinpoint. You have one set of criteria which you carry around inside you while the funding agency uses a different set of criteria. Since the two sets of criteria are different, an "effective" service by your standards may have to be justified by a different set of criteria.

Part I

Remember: Some funding agencies because they are a multiple funding source have to meet different criteria at the same time.

What criteria will the funding source(s) use?

There is a set of objective ways of measuring an agency's effectiveness. Some of these ways are:

Total number of phone calls
Total number of phone calls per population of community (calls per capita)
Type of calls
Type of calls per population
Type of call per known level of need (% of calls from each need category)

What level of activity will the funding source(s) consider acceptable?

The level of activity considered acceptable will take on many values. Your experience will be the best guide. When looking at one indicator of activity keep in mind that it is meaningless without looking at the context in which it is defined.

Note how the word "effective" changes meanings.

For example, 100 phone calls per month may be "effective" for Effingham, Illinois. It doesn't, however, seem to be effective for Chicago simply because of the size of the potential client population; and 20 phone calls per month may be considered adequate for the initial year of operation, but less so for subsequent years. The point is that each objective measure is meaningful only in relation to something! That something could be supplied by you.

What can be done honestly to make the organizational measures look better?

See Facts Analysis, Chapter 13, page 68.

Since you can supply the context for understanding the objective measure, you have a good deal of control over these "objective" criteria. For example, assume that the number of phone calls per month cannot be changed. Even if these are "low," there are many ways to make them "look better."

See References, Huff, "Statistics"

i.e. relatively low

(1) The number could be "low," but it could be increasing. If you had 15 calls last month and 20 calls this month, you had a phenomenal 33% increase in calls! In addition, if program costs remained the same, there was an equivalent (33%) drop in the cost of each phone call.

(2) The low level of calls could be explained. That is, they were caused by certain structural changes occurring within the Hotline or in the community which are temporary. The key point is that explaining relatively low measures of effectiveness in terms of external or internal events not considered to be under the program's control can mitigate the actual responsibility of cause and effect relationships. This also makes it difficult to predict performance for the coming year, since those forces which caused the effectiveness measures to be what they were may not be in operation in the (coming) year for which funding is being requested.

e.g., No speaking engagements or publicity that month or a lot of the flu around!

How much does a phone call cost?

This is a pretty straightforward question, yet there is still plenty of room "to play." The quick answer is:

$$\frac{\text{Total Cost}}{\text{Total \# Phone Calls}} = \text{Cost Per Phone Call}$$

One way to decrease the measure of cost per phone call is not to use TOTAL COST figures but only those costs considered relevant.

Which costs are relevant to the phone call?

Let's say you run a drop-in center for youth along with the phone service, and this phone center uses half the space of the hotline office.

Half the rent and heat for the office is then not applicable to the cost of the phone calls, but rather to the drop-in center. This shows that an additional reason for combining several services at the Hotline is that the effectiveness measures of each will go up in terms of costs for each service. In effect, greater utilization will be made of the available resources.

How can fixed costs be explained?

In many places, the Hotline acts as an ear to the community, one which can assess the local situations and current needs, whatever the level of activity is. The fixed costs, then, are the costs for fulfilling this need and are not related to the level of activity or of organizational effectiveness. In effect, we have implied additional purposes for the organization. This is but one additional purpose--can you think of any others?

Are costs related to "community needs?"

See Chapter 14, Who Shall We Serve? page 75.

The actual level of calls and their cost may be very much related to what is going on in the community, the current needs, the type of need, and who is hurting, where. These particular current needs could affect costs in terms of, for example, the amount of publicity required to inform the people in need of the available services. Also, certain needs, by their very nature, may elicit a large percent of calls and therefore low costs per call. If the need is finding out where to get food stamps or where to get job information, it may be that a large percent of the "needy" may call. Whereas if the problem is sexuality, a much smaller percent of those in need may call.

The key point is that both (1) the number of calls and (2) costs will change with the type of "community need." This implies that a satisfactory level of the activity measure ought to change with the type (kind) of need. What is satisfactory cost effectiveness for dealing with one need may not be effective in terms of another!

What about effectiveness in terms of actual community results?

See Outcome and Community Impact Studies in McDonough article, Chapter 51, page 421.

The hardest thing of all to get a handle on is "benefits." First, it's difficult to know what to include in benefits; this may be a question of values. Secondly, it may be hard to prove that certain benefits are a direct result of the Hotline's operation rather than of other causes. Finally, it's hard to put a dollar value on these benefits--each individual may put a different value on each benefit.

Should we ignore benefits then? No!

So far we have examined effectiveness in terms of "number of calls" and other objective measures. The actual benefits go far beyond these measure in terms of the impact on a person's life and his/her impact, in turn, on other things he will do later. A dollar value for benefits cannot be determined. This fact in itself should dull some of the importance of the objective criteria mentioned.

Part II

Can the accounting procedures be changed to expedite the funding reports?

The way the agency accounts are kept may key you to ways of reporting to your funding sources. In the most basic situations, the finances are run through a simple checking account, and the organization is healthy as long as a positive balance is shown.

An alternative procedure may be to simply categorize your expenses according to, let's say, the call sheet. In this case, the expenses for a speaking engagement at Al-Teen would be recorded as a problem with alcohol on the expense ledger in addition to the checking account procedure.

See Chapter 42,
Information Forms
page 350.

Similar problems need to be resolved as when you designed the call sheet. The call sheet categories may overlap. This requires a clear definition of each category.

The important issue to deal with is that the expense categories that are determined could be different from each other. That is, the categories may be in terms of "needs" or in terms of "project" or so on. These dimenions may then influence the kind of objective criteria used in determining effectiveness and in reporting. In this light, and if you have the time, you may want to log expenses by several different dimensions.

How much money should be spent on each activity?

And the Hotline's values

This is an important question, but one very difficult to answer without regard to each person's own value system. The accounting system may give some beginning information on the cost/benefit of each Hotline activity; but again, the determination of benefits will be a difficult procedure.

If a "realistic" dollar value could be placed on the benefits of each Hotline activity, then money could be allocated in terms of the greatest benefit per dollar spent. But remember that the determination of the benfits of each activity will be based in part on the value system of each Hotline member.

One procedure might be to have each Hotline member rank in order each project in terms of the project's benefit to the community. The average ranking could be considered "benefit value" of each project; and it could then be evaluated in terms of costs.

Is there anything to be aware of in terms of finances?

In general during an inflation, the best thing to do is spend your money on material goods. It may be a good time to buy that desk before the price goes up. The value of the item will keep pace with the inflation while cash will become less valuable.

Many people suggest that you don't leave your money in a checking account. It becomes less and less valuable every day in terms of what it can buy. If you have a lot of cash on hand, you could deposit it in a long-term account. The longer you can leave it in such an account, the greater the return you'll get. In general, the longer you can leave the funds in an account without withdrawing them and the riskier the investment, the more interest will accrue to the organization. This has to be balanced with the amount of risk the organization is willing to take and the needs for cash on a day to day basis.

Also in general, it's best to have funds in your possession as soon as possible. If payroll deductions are made for tax purposes for example, it's best in general to withhold as little as possible now and to pay later. In the interim, the money has been earning interest for you or you've been able to use it for your own expenses. In terms of your funding sources, the sooner you receive the funds the better!

See Chapter 46, Consultants and Consultation, page 405.

Note: Some communities offer free accounting services to organizations without access to professional help.

If there are large sums of money flowing in and out of the organization you may want to consult with an expert to be sure you're not unnecessarily wasting any of the funds. An expert can also help you design accounting procedures which can be effective parts of your program self-evaluation because you will have the financial data you need and want in the categories and in the form most useful to you and to your funding sources.

What meant something,what alone existed with a life of its own was his (Giacometti's) indefatigable, interminable struggle via the act of painting to express in visual terms a perception of reality that had happened to coincide momentarily with my head (which Giacometti was then trying to paint). To achieve this was of course impossible, because what is essentially abstract can never be made concrete without altering its essence. But he was committed, he was, in fact condemned to the attempt, which at times seemed rather like the task of Sisyphus.

Rollo May

PROPOSALS

Purpose:

To highlight some key concerns in writing proposals and seeking funding sources.

Words

grapevine
'in the know'
Foundations
government
philanthopy
consulting firms
grants
credibility
needs
objectives
evaluation
testimonials

Questions

How can we locate sources of funding?

How do we write a proposal?

Do we always have to write a proposal in order to get money?

Should we take government drug money for our Hotline?

Do we have the facts we need to "document" our program?

Do we have the facts we need to "prove" that we are doing the job?

Can we state our values (clearly) in our request for funds?

How can we locate sources of funding?

One of the best ways to get information is through the grapevine. Contact other social service agencies and people 'in the know' to get an overall (and sometimes very specific) view of the local funding situation. The grapevine can be the source of some good 'leads' that may be worthwhile to follow.

There are also people 'in the know' who work for the Federal and state governments. The U.S. Department of Health, Education and Welfare has

And you, my father, there
on the sad height,
Curse, bless, me now with
your fierce tears, I
pray
Do not go gentle into
that good night.
Rage, Rage against the
dying of the light.
Thomas

e.g., See the Federal Register

city and county government too.

Sometimes your local Congressional delegation will help you find your way through the federal bureaucracy.

Regional Offices located across the country. They can be a rich source of information for available federal funding. In addition, the state health and welfare departments have information on local funding. If you work in a college town, the grants officer at the college may be as excellent source of information--another person 'in the know.'

If you're looking for information and funding from private philanthropic organizations (Foundations) you might start with the Foundation Center located in New York and Washington, D.C. The Foundation Center makes information about philanthropies available at no charge to the public. (To obtain a general listing of Foundations, the Foundation Directory may be your best source. Ask for it at the library reference desk.) The Foundation News contains as a regular feature a 'Foundation Grants Index' which lists current grants worth a total of several million dollars in each issue.

The Funding Sources Clearinghouse, Inc. in Chicago provides under the direction of an experienced fund raiser (poverty program, Model Cities, community action agencies) not just a list of funding sources but the five or ten sources which are most likely to be effective for you.

There are private consulting firms which make information available about 'where the money is.' These may be expensive, but could be worth an inquiry. Taft Information Systems in Washington, D.C. publishes, believe it or not, Hotline News, a flash system of reporting critical news about foundations. Another private consulting firm is Foundation Research, Inc. in Detroit, Michigan.

There are several good reference books on how to locate funds:

How to Raise Funds From Foundations published by Public Service Materials Center, New York.

Stalking the Large Green Grant by Marty Adler, available through the NYAP Clearinghouse.

How to Get Money For: Youth, the Elderly, the Handicapped, Women and Civil Liberties;

How to Get Money For: Conservation and Community Development;

How to Get Money For: Arts and Humanities, Drug and Alcohol Abuse and Health from Human Resources Network Chilton Book Company, Rodnor, Pa., 1975.

Finally, the Grantsmanship Center in Los Angeles provides workshops and technical assistance to enable organizations to increase their ability to locate funds.

How do we write a proposal?

The following format is recommended by the Grantsmanship Center:

See Hartmand and Mundel, Checklist for Proposal Review, Los Angeles, Tandem Training Associates, Inc., about 1971.

1. Summary Statement

A concise statement of what you want to do, for whom, how, and why. (Should not be longer than two paragraphs.)

2. Introduction.

Establish your credibility, past successes, organization's mission, references and include with the proposal any brochure or newspaper articles which will establish your credibility.

SEM Prefers needs/wants statements, see Chapter 49.

3. Need Identification

Identify and describe the need that exists. Use available data as proof of the community need.

4. Goals.

See Funding, On Evaluation and Boards of Directors, Chapters 31, 34 and 29.

State what outcomes or objectives you expect as a result of the proposal. Try and make objectives as quantifiable as possible. You may want to indicate here that the Board of Directors is aware of and has approved the project.

5. Methods.

Explain what methods (who does what, when) will be used to achieve goals and justify why the methods will work.

6. Evaluation.

Explain your method of evaluation and monitoring the program. This is an important part of the proposal. We, of course, recommend the SEM Handbook for evaluation.

7. Future Funding.

If there is a possibility of state or federal funding in future years, present your plans to acquire that funding.

8. Budget.

Show that you will have enough funds to do the job.

9. Appendices.

Include a listing of the people on your Board of Directors or Advisory Board, if they are not so indicated on your letterhead, especially if there are any 'big names' on the list. Any brochures or newspaper clippings indicating your credibility should be included here. An organizational chart, if you have one, may be impressive. Any testimonials or letters of support or commitment from the community if you can obtain them should also be included. A carefully selected picture can bring it all to life.

Good Luck!

HOW TO SPEAK LIKE AN EDUCATOR WITHOUT REALLY BEING ONE

by Mike Royko

CHICAGO, Ill.--Until now, only professional educators knew how to speak educatorese, that mysterious language with which they befuddle the rest of us.

But now, for the first time, anyone can learn to speak it.

As a public service, a guide is being printed in its entirety.

In a moment, I'll provide instructions on its use. But first, a word of credit to its creators.

The guide is the work of two rhetoric and speech teachers at Danville, Ill., Junior College, Barbara Stover and Ilva Walker. They compiled it after years of wading through administrative circulars.

They did it for fun, but some of their students have found that the phrases are useful in preparing papers for sociology classes.

The guide is simple to use.

Take one word from each of the five columns. It doesn't matter which word. Take them in any order, or in no order.

For instance, if you take the second word of column A; the fourth word from Column B, the sixth word from column C, and the eighth and tenth words from the last two columns, you will have:

Flexible ontological productivity implement control group and experimental group.

That doesn't make sense, does it? But now add a few connecting words, and we have:

Flexible and ontological productivity will implement the control group and experimental group. That still doesn't make any sense. But it sounds like it does. Which means it is perfect educatorese.

You can do it with any combination of the words. As an example, use the first five digits of my office phone: 321-21.

This words out to: Adaptable reciprocal nucleii terminate total modular exchange.

Add a few little words and you have a splendid sentence, worthy of at least an assistant superintendent:

"Adaptable and reciprocal nucleii will terminate in total modular exchange." And you can quote me on that.

Go to it, with this guide you say things like:

"The interdisciplinary or supportive input will encapsulate vertical team structure."

Or "optimal ethnic accountability should facilitate post-secondary education enrichment."

Try it yourself. Once you get the hang of it, who knows? You might wind up with Chicago School Supt. Redmond's job.

- - - - - - - - -

Mike Royko is a syndicated writer for the Chicago Daily News

(A)

Comprehensive
Flexible
Adaptable
Culturally
Perceptual
Evaluative
Innovative
Interdisciplinary
Conceptual
Idealogical
Optimal
Minimal
Categorically
Unequivocally
Intrapersonal
Interpersonal

(B)

Cognitive
Reciprocal
Stylistic
Ontological
Prime
Supportive
Workable
Resultant
Behavioral
Judgmental
Ethnic
Attitudinal
Multicultural
Encounter
Counter-productive
Generative
Cognate

(C)

Nucleii
Interaction
Focus
Balance
Chain of Command
Productivity
Conformance
Panacea
Rationale
Input
Throughput
Accountability
Feedback
Objective
Resources
Perspective
Curricula
Priorities
Diversity
Environment
Overview
Strategies
Posture
Methodologies
Introversion
Posits
Concept
Gestalt

(D)

Indicates
Terminate
Geared
Compile
Articulate
Verbalize
Facilitate
Implement
Incur
Sensitize
Synthesize
Integrate
Fragment
Maximize
Minimize
Energize
Individualize
Encapsulate
Orientate

(E)

Total modular exchange
In-depth discussion
Multipurpose framework and goals
Serial communication
Serial transmission of applicable cable
Tools and instruments
Post-secondary education enrichment
Changing needs of society
Motivational serial communications
High potential for assessing failure
Control group and experimental group
Student-faculty relationships
Identifiable decision-making process
Sophisticated resource systems analyses
Vertical team structure
Translation in depth
Classroom context
Individual horizons

WRITE YOUR OWN..______________________________

____

____

____

Example: Flexible (A) prime (B) input (C) indicates (D) vertical team structure (E).

PUBLICITY

Purpose:

The purpose of this section is to emphasize the importance of the use of promotional materials and publicity efforts in connection with the Hotline organization. It also presents a number of basic questions which need to be considered.

Words

newspapers

t.v.

radio

posters

calling cards

brochure

pamphlet

visibility

funding

recruitment

bumper stickers

bus ads

Questions

Why do Hotlines need publicity?

What do Hotlines publicize?

What is the purpose of the publicity?

What is the target population toward which the publicity will be directed?

Where to publicize?

When to publicize?

How can we evaluate Hotline publicity efforts?

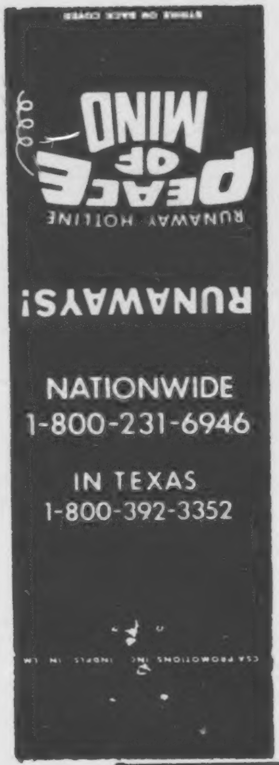
Are the new callers in the same age and sex categories as those of the target group toward which the publicity was directed?

For volunteer recruitment purposes, which techniques had the best response?

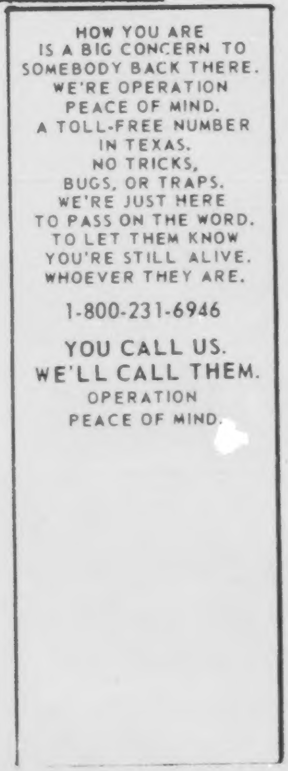
Are the calls coming from the population groups and geographic areas designated as the target areas toward which the publicity was directed?

Is the content of the calls meaningful or "heavy" as opposed to the crank or nuisance type?

One of the most essential elements of keeping a Hotline or crisis phone service in business is publicity. It is the critical link between the people in need and the service providers. Publicity is a necessary vehicle to let people who



PEACE OF MIND
RUNAWAY HOTLINE
RUNAWAYS!
NATIONWIDE
1-800-231-6946
IN TEXAS
1-800-392-3352



HOW YOU ARE
IS A BIG CONCERN TO
SOMEBODY BACK THERE.
WE'RE OPERATION
PEACE OF MIND.
A TOLL-FREE NUMBER
IN TEXAS.
NO TRICKS,
BUGS, OR TRAPS.
WE'RE JUST HERE
TO PASS ON THE WORD.
TO LET THEM KNOW
YOU'RE STILL ALIVE.
WHOEVER THEY ARE.
1-800-231-6946
YOU CALL US.
WE'LL CALL THEM.
OPERATION
PEACE OF MIND.

are in need know how, where, and when they can obtain help. Any provider of goods and/or services, whether they are of a commerical, educational, or "human service" nature, can see the need for making a product more visible and hence accessible to the consumer. It is also a means of recruiting needed volunteers. Hotlines and crisis phone services are faced with several unique problems which make effective publicity even more important.

1) The use of the telephone as a medium of service and the accompanying emphasis on anonymity makes the people involved in most Hotline transactions "faceless" and "nameless," except for the use of first names or pseudonyms. Programs which include a walk-in, drop-in, or outreach component have more direct contact with the consumers of their services and thus a clearer picture of their identifying characterisitics. Most hotlines have only a sketch rather than a complete picture of their clientele.

2) Often the definition of the service to be provided or the primary focus of the Hotline program is defined within the organization and is not readily apparent to callers.

3) Many of the names of the crisis phone services are somewhat ambiguous and do not clearly

describe what their program offers, i.e., Helpline, Hotline, Mountain, Ozone House, etc. Although these titles may appeal to and be recognized by a segment of the population, they may be confusing to the general public.

Note: This may be the Hotline staff's intent; if so, it should be considered as a clear policy decision.

The following questions represent a logical progression toward approaching the issue of publicity within the Hotline organization. There are numerous concrete examples both within this chapter as well as throughout the Handbook which some Hotlines and youth crisis services have used.

Publicity: No Cost

Advertisement: Cost

How to publicize?

In order to determine how to publicize, another question must be answered first. What is the purpose of the publicity? Hotlines and crisis phone services use publicity to increase the number of callers or consumers and as a recruitment technique to obtain more listeners. Fund raising concerns and interagency relationships are also affected by promotional campaigns. After defining the general purpose of the publicity activity, it is possible to formulate a concise message and select the target group toward which this message is to be directed. The process of defining and refining the objectives of the publicity activities can determine both the content and direction of the publicity effort.

What does Hotline do?

How does Hotline do it?

Who does it for Hotline?

Why does Hotline do it?

How long has Hotline done it?

Generally, the content of Hotline promotional materials includes the name of the organization, telephone number(s) (boldly displayed), and brief descriptions of the purpose, philosophy, and process of the organization. Explanations should be concise but yet including sufficient information to give potential callers, recruits, financial doners, and the general public a good idea what your Hotline is all about. Frequently graphic designs and variations in type set and color coordination can be used to make your posters and visual publicity more attractive and appealing. Several examples are presented within this chapter.

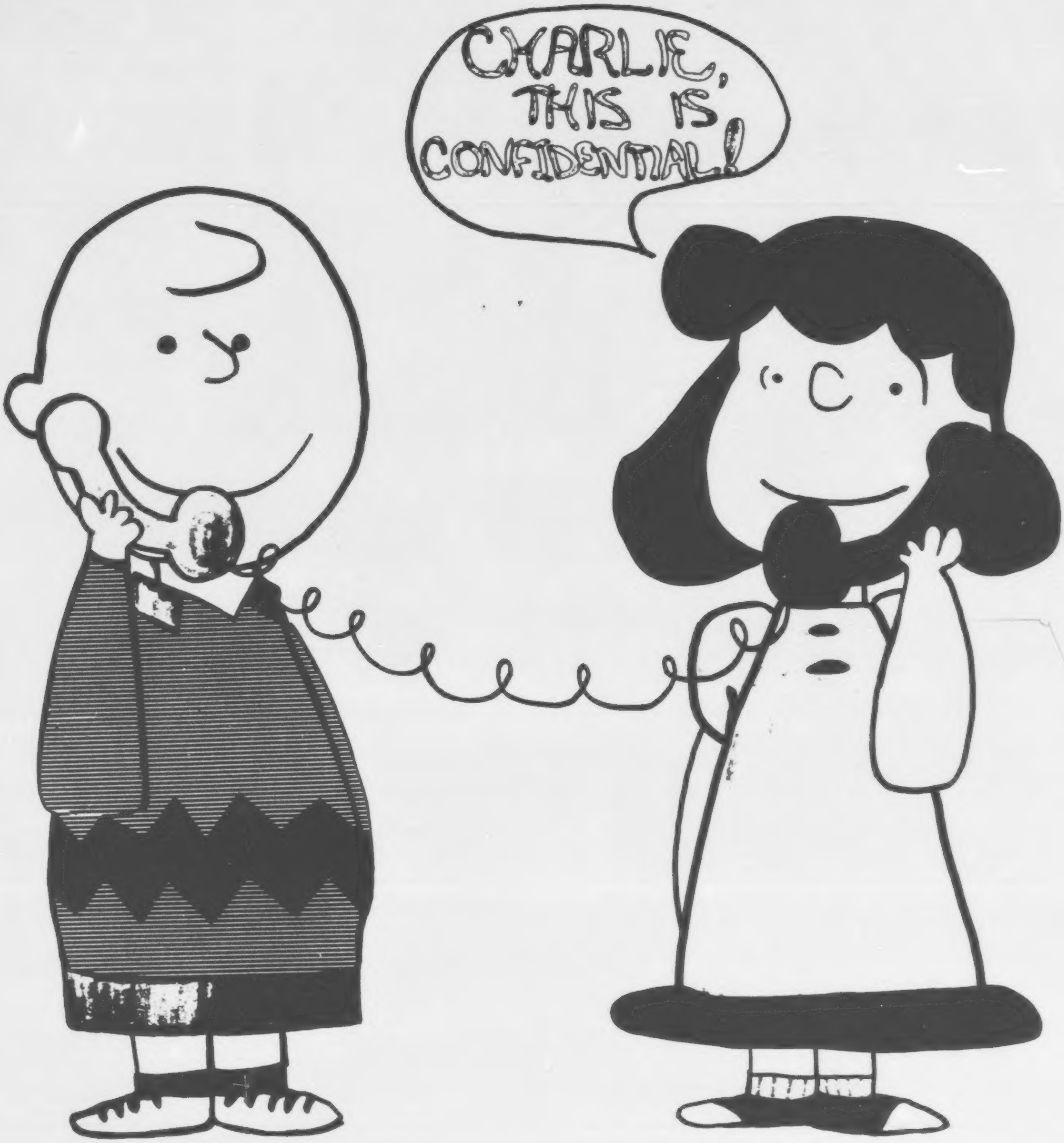
Y·E·S

WE CAN HELP

CALL 339-7033

24 HOURS A DAY

YES, Minneapolis, MN.


CHARLIE, THIS IS CONFIDENTIAL!

dial 899-2433

HOTLINE STUDENT ORGANIZATION

SEVEN DAYS A WEEK 8:00 P.M. TO 3:00 A.M.

NON-PROFIT -- NON-PROFESSIONAL -- CONFIDENTIAL

need to rap?

HOTLINE

437-9008

HOTLINE WANTS YOU

TO FEEL GOOD ABOUT YOURSELF

There are times when it is hard to share your troubles with the people you love. Hotline is here to listen, and help sort out the situation. We are also able to make referals and have a lot of information to share.

PEOPLE HELPING PEOPLE IS HOTLINE'S PURPOSE!

Hotline --- 437-9008

Because of the wide diversity of the population in our society, especially in urban areas, the process of designating a particular group of people as the "target" for your message increases the likelihood of a successful and effective impact. Defining the target group both in terms of its need for crisis service or information and demographic considerations, such as age, sex, and location provides direction for determining the method of publicizing.

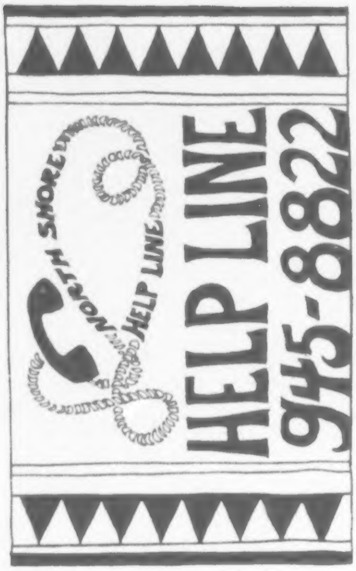
Refer to Facts Check List page 49.

The next step is to choose the means of publicizing the message. A couple of considerations should be noted in choosing the method of publicizing: (a) different approaches appeal to different types of people, and (b) certain communication resources are available or accessible to limited groups of people within the general population. For example, the use of the newspapers' personal column as a method of publicity may have a different impact on persons living in the inner city as opposed to suburban area residents, because of the cultural norms regarding "personal" appeals in each community.

A suburban Hotline located within a large metropolitan area of nearly 1½ million residents chose to publicize a recruitment appeal in the "personals" columns of two local newspapers. One paper was a suburban area publication, while the other was the larger city paper. The advertisements stated:

Note: Advertisement: Paid publicity

"Volunteers needed for community service. Call HOT-LINE, Monday, 4 p.m. to 1 a.m., _ _ _ - _ _ _." The Hotline staff monitored the response to this ad and discovered that it was most effective (i.e., more people responded to the ad) in the suburban newspaper than in the large metropolitan paper. Some speculation for the reasons for the greater response in the suburban paper included: a) greater familiarity with the service by local residents, b) less distance to travel, c) more of a commitment to be of service within one's own community.



Several months later the same Hotline printed another ad, which was directed towards potential volunteers:

"VOLUNTEERS NEEDED Western Suburb Community Hotline Needs volunteers to man the phone, if you are interested in helping people, we're interested in talking with you. Please call, ------- and leave your name and telephone number. We will contact you."

This ad was placed in three newspapers: 1) the local suburban paper, 2) the large city paper, 3) the University daily paper. The response of people interested in volunteering was higher from all three sources than what had been obtained several months earlier. Certainly this second ad was more informative and 'personal' than the first version. (However, it must also be noted that it was more expensive because of the increased number of words.) Again, the best response was obtained from the local suburban paper, second best was from the University daily, and the fewest responses were obtained from the large city paper. The ads in the large city paper had been placed in the Sunday edition while the other papers ran the advertisement during the week.

Who reads the paper?

When do people read the paper?

Who among the readers is most likely to volunteer?

There are several issues regarding the type of readership exposed to each type of newspapers presented in the above example; these differences would be important to analyze and review for future publicity plans. Different concerns and questions will arise in each community where a Hotline might be established.

Hip posters and zappy pamphlets may be quite attractive to young people who are involved with the counter-culture but may be less appealing to some "straights" or those who are older.

One Hotline publicized its service in a large metropolitan newspaper which read:

"Feeling LONELY? Need a rap? Call HOT-LINE ___-____ 4 p.m. to 1 a.m."

The result was that on the evening shift of that day the volunteer listener received twenty-three crank calls of a sexual nature. The callers seemed to be exclusively male, older in age than the typical caller, and several were interested in learning what "rap" was. It can be seen that particular language will elicit various responses from different segments of the population. Three weeks later, the Hotline again ran the ad, only this time the wording was changed to:

"Feeling LONELY? Want to talk? Call HOT-LINE ___-____ 4 p.m. to 1 a.m."

Calls did increase, but not as dramatically as with the "rap" ad. The crank calls also increased along with the total number, but not to the extent as had been experienced with the "rap" ad.

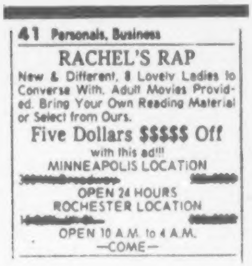
It is important to realize that many words which have become common jargon to Hotliners have different meanings to other people. Even the word "hotline" has been used in so many different settings that one definition is impossible. Advertisements which promote the availability of hotline for hotels, restaurants, insurance companies, the cotton industry, and various governmental agencies, may tend to confuse the public.

Recorded
Call anytime
need good news?
CALL 426-7200

TROUBLED?
Need Someone to Talk to?
There's Always Somebody who Cares at
341-2896
CONTACT TWIN CITIES
"Phone a Friend"
ACCREDITED FREE CONFIDENTIAL

The services provided by these businesses and agencies are quite different from "confidential" listening, and crisis information and referral services provided by the youth telephone Hotlines.

The word "rap" has also been co-opted by other business enterprises which are not related to what might be defined as crisis service in its traditional form.



41 Personals, Business

RACHEL'S RAP

New & Different, 8 Lovely Ladies to Converse With. Adult Movies Provided. Bring Your Own Reading Material or Select from Ours.

Five Dollars $$$$$ Off

with this ad!!!

MINNEAPOLIS LOCATION

[redacted] [redacted]

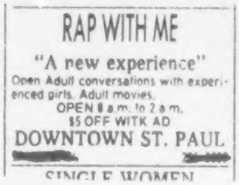
OPEN 24 HOURS

ROCHESTER LOCATION

[redacted] [redacted]

OPEN 10 A.M. to 4 A.M.

—COME—



RAP WITH ME

"A new experience"

Open Adult conversations with experienced girls. Adult movies.

OPEN 8 a.m. to 2 a.m.

$5 OFF WITK AD

DOWNTOWN ST. PAUL

[redacted] [redacted]

SINGLE WOMEN

Radio and television have audiences made up of various segments of the population who tune-in to particular presentations depending upon their interests and tastes. Radio and television stations have detailed surveys and ratings available which provide information concerning their viewing and listening audiences and are generally quite willing to share it with public service agencies. They are also required by federal law to donate a specific amount of time for public service announcements. If you decide to use your own speakers' bureau as a promotional technique, you have to think about what type of presentation will appeal to whom.

Where to publicize?

One of the primary considerations for determining the extent of the publicity needed to insure visibility is the definition of the service or target area. Some crisis phone services may use geographic boundaries to define their service area. Others regard the area located within their toll-free telephone exchange as the primary focus of their service. Several other criteria for defining the target area of Hotlines have been used, such as: (a) political boundaries, i.e., metropolitan, suburban, or county-wide programs, (b) agreements among human service agencies that Hotline service is needed for a particular geographic region or target population, (c) designation of the specific type of service provided to various groups within the general population, using age, sex or problem types as determining factors.

Note: Obviously, this approach would not work well in rural areas.

See Facts Checklist, page 49.

See Values and Beliefs Checklist, page 52.

Once having defined the area to be served and the target group within that area, it is necessary to choose publicity methods which will maximize the impact of the publicity effort. Choosing well-situated locations for posters, selecting radio and television stations which offer free public service announcements during times when the audience may most closely coincide with the Hotline target group, soliciting speaking engagements with the highest probability of payoff for the Hotline organization are necessary considerations in coordinating a successful publicity campaign. For example, speaking to a high school assembly could certainly increase the knowledge of one segment of the population about the Hotline and the service it provides. However, if part of the reason for promoting the Hotline is to recruit new volunteer listeners and this particular Hotline does not utilize high school age groups as listeners, then the intent of that component of the publicity campaign will be diminished.

A youth crisis center is a rural college town presented several "speaking gigs" in the local high school to promote their service. They wanted to encourage the local young people to use the phone and drop-in service available. However, the service had not had an "active" speaker's bureau for a number of months and had done little publicity. The support groups that had been formed several years earlier for the center had consisted of students who had subsequently graduated and left town. The information about the center and its services had not been shared with the younger members of the community for quite a long time and thus a real vacuum of information was created. The task of re-educating the public, especially youth of this community was an over-

Need Help?
TRUST
3515 Williamson Rd. (703) 563-0311
ROANOKE, VIRGINIA

whelming task and caused the director to state: "It feels like we're starting over again." It was a real uphill climb and one that placed a tremendous drain on staff energy and resources. The gap which was created by the lack of publicity and consequent sense of "invisibility" was never really bridged again.

Moral of the story: Publicity never happens only once; it must be repeated and repeated and repeated.

Remember: Agencies change their goals, staff, program emphasis etc. The reputation of the agency may be built upon earlier goals or emphases. Publicity could be directed at the "old rep" of the "new" program, or at building a new reputation, etc.

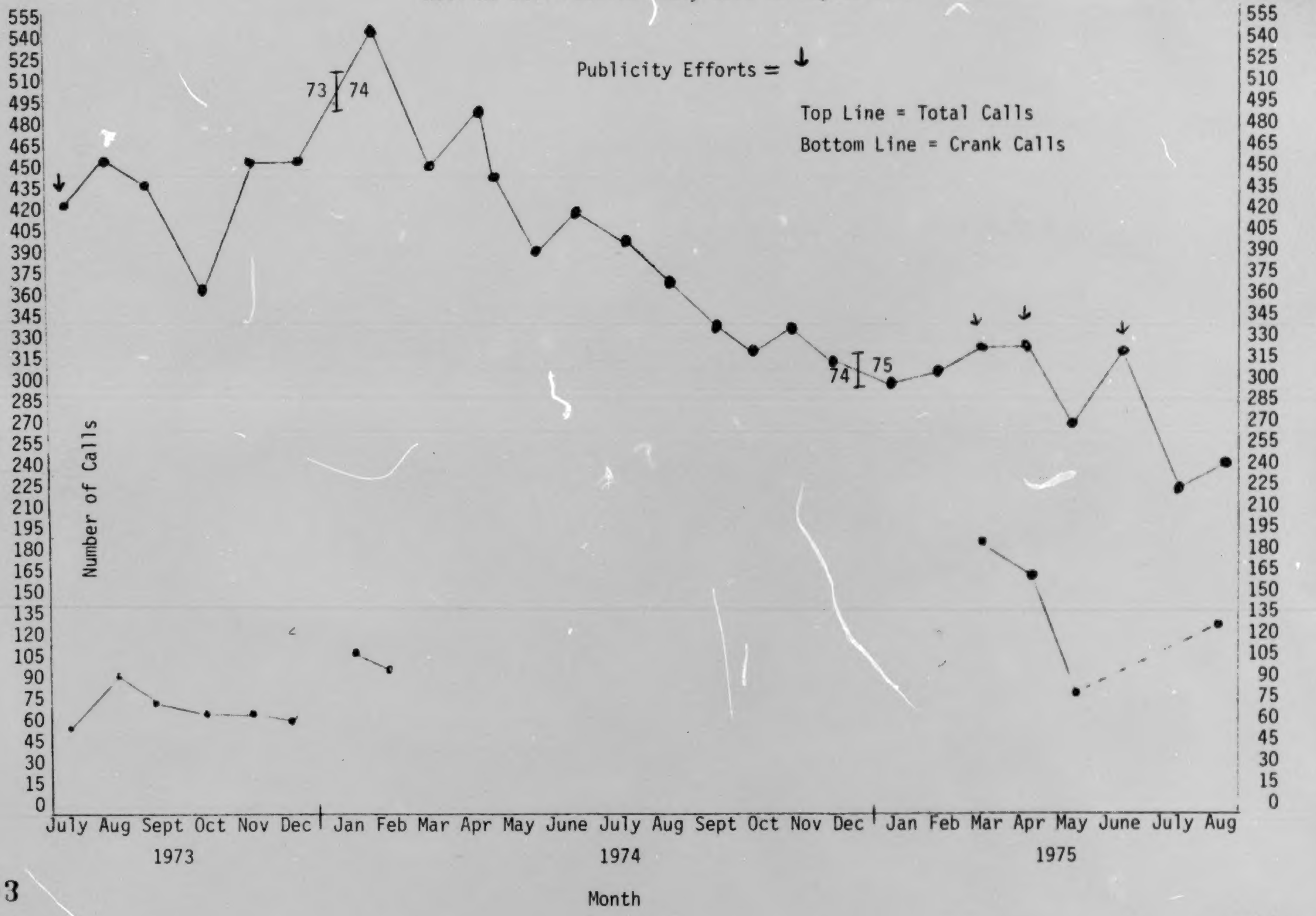
When to publicize?

Timing of an organization's publicity campaign is another consideration. The coordination of the publicity about the crisis phone service should be done so that the response to the publicity will meet the anticipated needs of the organization. Being able to anticipate what the needs of the organization will be far enough in advance to allow time to prepare and implement a good publicity campaign is essential to making the effort worthwhile. Various needs might include: (a) the maintenance of a minimal number of callers per time-unit of service, i.e., two or three calls per hour, (b) the recruitment, screening and training of new volunteers, (c) raising funds through individual contributions to pay for the operational costs of the service, (d) the submission of grant reports or funding requests.

See Chapters
Recruitment 19, page 112
Screening 20, page 118
Training 22, page 134
Funding 31, page 228

Informing the general public, or more specifically the target group, of the availability of the hotline service needs to be done routinely. In light of such factors as: (a) frequent changes of residence in and out of the community, (b) the percentage of persons temporarily residing in the area as determined by vocational or educational commitments, (c) the creation of similar services by other agencies, (d) changes in hours or policies regarding the service to be provided, Hotlines need to be continually concerned about updating their publicity efforts. It would appear that at least every six months concerted publicity efforts must be made to maintain an adequate volume of calls to make the crisis phone service a viable resource for meeting the community's needs.

Hotline Call Profile July 1973 to August 1975



In spite of the best laid plans and excellent publicity or advertising, poor timing can reduce the response of people in the community and lead to increased frustration within the Hotline organization. It is essential to use the resources and talents of the Hotline staff wisely and thus conserve human energy which becomes quickly expended when wasted on ill-timed projects.

How effective is our publicity?; or How can we evaluate the publicity we use?

A continued monitoring process can be used to determine the impact and effectiveness of a publicity campaign. Having clearly defined the goals and objectives of the publicity and formulated a clear definition of its purpose, the gathering of information concerning its effect on the community, and in turn on the Hotline itself, serves as a basis for judging the impact of the publicity program.

An increase in calls to the Hotline may be noticed following a publicity campaign, but it is necessary to ascertain some of the characteristics of the new callers. Are the new callers in the same age and sex categories as those of the target group toward which the publicity was directed? Is the content of the calls meaningful

Help Line dance-a-thon begins Friday at 2 schools

North Shore Help Line's benefit Double Dance-A-Thon to be held this weekend, Jan. 16, 17 and 18 at both Deerfield and Highland Park high schools will begin in Highland Park with a kickoff headed by Mayor Robert M. Buhai. Deerfield's Mayor Bernard Forrest will be participating in the festivities at Deerfield high school.

Both local and Chicago area public figures will be serving
Emcees throughout the w
Drs. Karl Plath and J
superintendant
superintend
No. 11
of

Doug Buffone of the Chicago Bears; Jerry G. Bishop, Linda Alvarez, and Tom Weigal of Channel 5; Jack Taylor of News o Bob Wallace of Channel 2 John DeFrancesco will among those assistin

Among th
musical
perfor

Belt Karate instructor, a Ludwig snare drum and hard case valued at $200, dinners for two at several popular restaurants, and gifts and gift certificates from numerous stores.

The 48-hour double
nce-A-Thon will begin at both
hland Park and Deerfield high
ls in the cafeterias at 7 p.m.
and will run until 7 p.m.

ontest rules specify a
hour for the dancers
des for a 10-minute rest
hour. The rules also
as "on the floor and
s will be awarded to
nners up at both

ublic, including
are invited to
contestants,
There will be

DP

Help Line inaugurates local telephone number today

A local New Trier Township telephone number went into operation today for the Northshore Help Line, the ongoing information and crisis-line telephone service.

The New Trier Township Committee on Youth recently granted the necessary funds to establish the Winnetka exchange, which will operate in addition to th
existing telephone number. The n
number is 446-1234. (The original nu
is still 945-8822.)

Gail Light, Help Line coordina
that the new local telephone e
part of the ongoing effort of
to work with the New T
Committee on Youth to
people of the area.

The Help Line wa
by the State of I

Mental Health and Developmental Disabilities for service as a mental health related agency. The line provides in-
form ion, referrals, "raps," support
exploration and crisis in-
persons of all ages.
answered by volunteers
cted, professionally
The volunteers
training and
riginal six-
staff

Three years old

Mental health unit endorses 'Help Line'

DP 12/18

Gail Light, coordinator of the North Shore Help Line, has announced that the Help Line has been approved by the State of Illinois Department of Mental Health and Developmental Disabilities to serve as a mental health related agency.

Since May of 1972
Line has been
Shore, provid
service. The
operation whe
related agenci
resources are cl
confidential
helping relations.
individuals who ha
for this type of assist

The number of the Help Line is 945-8822
operation every even

p.m., closing at midnight Sunday through Thursday, and at 1 a.m. Friday and Saturd
18, the Help
addition
As of Dec.
l have, in
telephone
Winnetka

Help Line approved by state department

The North Shore Help Line has been approved by the State of Illinois Dept. of Mental Health and Developmental Disabilities to serve as a mental health related agency.

The Help Line has served the North Shore since 1972, providing a general hot line service when other mental health agencies are closed. To seek assistance, call 945-8822 from 4 p.m. until midnight, Sundays through Thursdays and until 1 a.m. on Fridays and Saturdays. The service is confidential and callers can remain anonymous. As of next Thursday, the Help Line will also have a Winnetka exchange—446-1234.

DP 12-11-75

Use Facts Analysis
See page 68.

or heavy as opposed to the crank or nuisance type? Are the calls coming from people living in the geographic areas designated as the target areas toward which the publicity was directed? For volunteer recruitment purposes, which techniques had the best response? Many important questions can be asked about the publicity procedures of the Hotline and its impact on the community. The answers can also affect the internal aspects of the organization, such as volunteer enthusiasm, interagency cooperation, training procedures, etc.

Note: Remember that potential callers and volunteers will build an image of your program based in part upon the publicity they see and hear. This publicity may be a crucial "reason" for "why" volunteers drop out. The point is to be conscious of the relations between publicity and other aspects (systems) of your program.

The response of the community to the Hotline publicity campaign is invaluable information in helping to formulate or redesign future publicity efforts. The answers to the questions of "How?, Where?, and When?" to publicize are influenced by the quantity and quality of the public response. The use of record-keeping forms can faciliate this monitoring process and permit the new information to be shared with the Hotline staff and the publicity committee, in particular. Publicity is not a static process it requires constant updating and redefinition. The needs of both the community and the Hotline change over time. The purpose, method, scope and

See Chapter on Forms,
Chapter 41, page 350.

timing of publicity efforts need to be continuously assessed and revised if necessary.

Providing anonymous listening to callers is one of the many objectives of Hotlines. Making such service clearly visible and more accessible to people in the community through effective publicity is absolutely necessary for any crisis phone service or drop-in center.

OPERATION: HOTLINE

Statistical Analysis

CALL LOCATION RECORD

PERIOD OF TIME		YEAR
CALLS LOCATABLE	TOTAL CALLS	% SAMPLING

CATEGORY	BOYS	GIRLS	TOTALS
"Through friends"			
Through wallet cards passed out in school			
Through posters in public places			
Through H.L.Staff			
Through radio			
Through TV (local)			
Through newspapers			
Through magazines			
Through national TV (ad, special show)			
Through movies			
Through parents			
Through school			
Through counselor			
Through agency			
Through underground press			
Through other Hotline			
Through phone co. information operator			
Through police/legal			
Through town publications, magazines			
Other______________			
TOTALS			

SURVIVAL RESOURCES

y.e.s.

339-7033

FOR CONFIDENTIAL, ANONYMOUS PHONE COUNSELING, INFORMATION & REFERRAL

24 HOURS/DAY 7 DAYS/WEEK

(Minneapolis)

Youth Emergency Service, Inc. (Y.E.S.) is a private, non-profit organization dedicated to helping young people with personal and situational problems and crises. Every day an average of 230 people call the five Y.E.S. crisis lines (339-7033) seeking assistance with a wide range of human problems. These problems and crises may be depression, lonliness or low self-esteem; they may be drug experiences, potential suicides or relationship problems. Many Y.E.S. caller request professional medical, legal and counseling resources, which will be sensitive to their needs and values. People call the Y.E.S. crisis lines requesting information on sex, drugs, venereal disease, the legal system and so forth.

The Y.E.S. crisis telephone lines are staffed 24-hours-a day, seven-days-a-week by approximately 155 carefully selected and trained volunteer telephone counselors. When someone calls the Y.E.S. crisis line, the volunteer who answers deals with the caller's problem immediately by providing supportive crisis intervention, sensitive listening, or requested information - or refers him or her to the appropriate community resource. Y.E.S. volunteers provide these services on an anonymous and confidential basis.

We need you as a TRUST Volunteer

HELP US HELP !

LIBRARY•SPEAKERS•RESOURCES•INFORMATION•REFERRAL•DRUGS•SEX•V.D.•PREGNANCY•HEALTH•LEGAL•

FARNHAM

OPEN
24 hrs.

HELP, NOT HASSLES

342-4474•184 W. BRIDGE

• CONFIDENTIAL •

• CALL COLLECT IN OSWEGO CO. •

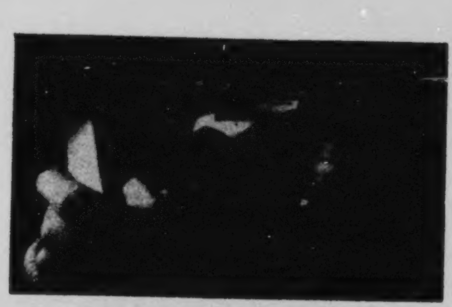
•FAMILY PROBLEMS•TALK•CRISIS•"CRASH"

HUMAN DIGNITY NEEDS CAREFUL HANDLING

945-8822

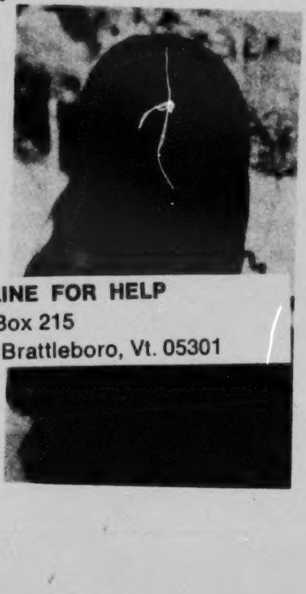
NORTH SHORE HELP LINE

BOX 1001
HIGHLAND PARK, ILL. 60035



HOTLINE FOR HELP

Hotline . . . is having someone to talk to . . . who cares.



HOTLINE FOR HELP
P.O. Box 215
West Brattleboro, Vt. 05301

PART VI

PROGRAM EVALUATION

Purpose: To introduce our conception and other conceptions of program evaluation and to suggest approaches and techniques for use.

Chapter. **Page:**

34. On Evaluation 271
35. Other Research/Evaluation Approaches 283
36. Getting Feedback And Keeping In Touch: These Are Parts Of Evaluation The Panel/The Groups And Some Other Ways 288
37. Coordination Between And Among Programs 299
38. The Call 308
39. Another Approach To Evaluating The Call 342
40. Internal And External Comparisons 348

ON EVALUATION

Purpose:

In this chapter we present some general notions about evaluation. The words are those which are used often in books about evaluation and evaluation research. The questions are common questions about evaluation and about research in general.

The general notions about evaluation try to give a perspective on evaluation and a way of comparing SEM to other evaluation approaches.

Words

evaluate
evaluation
facts
truth
the answer(s)
questions
judgement
criteria
outcomes
inputs
science
hard data
soft data
accountability
effectiveness
efficiency
ideology
goals
objectives
measures
measurable
goal achievement
assessment
goal-free evaluations
operations research
systems research
evaluation research
management by objectives
intuition
model(s)
design
goal attainment scaling
pre-tested instrument
administering a schedule
questionnaire
variable(s) (dependent, independent, intervening, pre-condition, consequent)

Questions

Are we doing a good job?

Is hotline effective?

How can I (we) evaluate this program?

What is the best way to evaluate?

What statistics should I use?

What instrument should I use to evaluate the training?

How do I choose a sample?

What should we evaluate?

What's a good program?

What is a good evaluation model?

Doubt wisely(!)
John Donne

cost-benefit analysis
flow chart
subsystems analysis
decision-tree
data
information
reliability
validity
interpretation
explanation
theory
evaluator
researcher

The SELF-EVALUATION METHOD (SEM) is one approach, one style of evaluation.

See Bibliography

Obviously, there are other approaches and other styles.

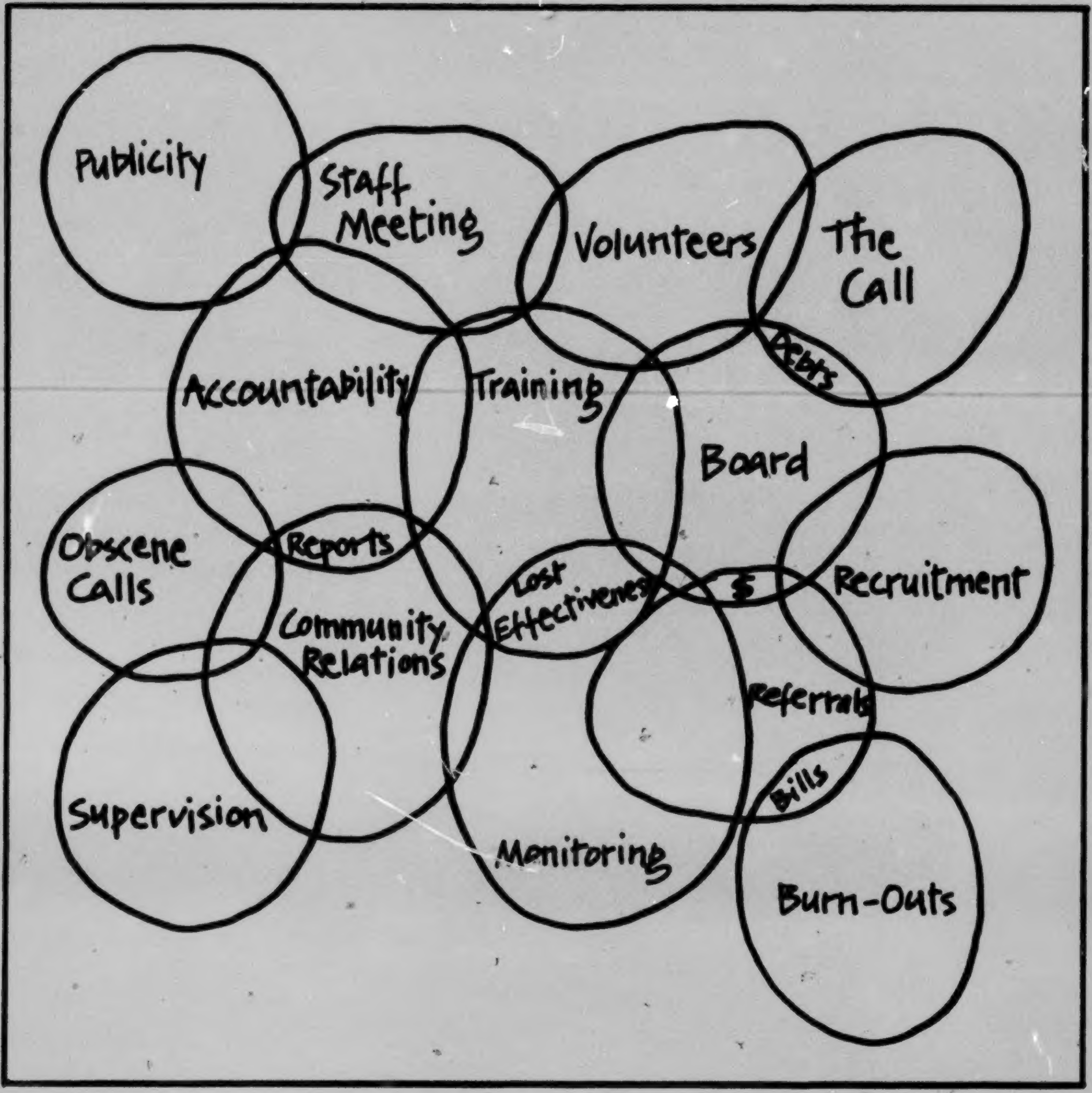
Which approach is best? We don't know, because it depends on what you want to learn about your service and its "results" on people.

There is a very large, new literature on program evaluation which is found in journals and in texts. Many colleges have a course on evaluation research in sociology.

We DO KNOW that SEM can be used along with other evaluation approaches or by itself. Again, its YOUR CHOICE.

One way to make this point is by using a drawing:

Remember: For leads, check out footnotes and bibliographies in each article and book.


Publicity
Staff Meeting
Volunteers
The Call
Accountability
Training
Debts
Board
Obscene Calls
Reports
Community Relations
Lost Effectiveness
$
Recruitment
Referrals
Bills
Supervision
Monitoring
Burn-Outs

PROGRAM EVALUATION:
All of these and more.

- Evaluation is a set of rules, only some of which have been made-up so far.
- Evaluation is not an "is" - it is an "ARE" - many things.
- Evaluation is as scary as any other acts of introspection or self-analysis.

Evaluation is a word. The word is scary. What the word means is to judge something, somehow, using some measure. What the word means isn't scary. But somehow the word is still scary.

EVALUATION IS AN ATTITUDE

EVALUATION IS A PERSPECTIVE

EVALUATION IS A WAY OF INTERPRETING

- All evaluation (research?) is comparative, is a measure of some item (goal, object, want, etc.)

Most approaches to evaluation and evaluative research begin with a definition of, statement of items such as goals, objectives, etc.

But this seems unreal to us; agencies don't work in this rational linear way, particularly crisis programs. So, SEM begins where the "shoe pinches" -- with the staff's questions.

SEM feeds the notions of monitoring and program management (not as self-correcting processes) but as developmental processes (as organizational development).

See Chapter 30, Organizational Development, page 214.

- There are many approaches, strategies, models, conceptions, tools...of evaluation.
- Evaluation is a PROCESS -

  a mental, cognitive process,
  a psychological process,
  a social process.

Remember: There is literature on evaluation of suicide prevention centers which may be useful. See McDonough article, Chapter 51, page 421.

- Evaluation is NOT one act, it is many actions.
- Evaluation takes time.
- Evaluation has a beginning, but it may have no end.
- Evaluation is a multi-level system of peoples, ideas, practices, feelings, actions.
- Evaluation is NOT one thing, a number of findings or outcomes or facts -- it is a system of numbers and findings and outcomes and facts, and opinions and judgement and people and actions and things.

A researcher believes everything and nothing simultaneously!

SOME COMMON BELIEFS AND EXPECTATIONS ABOUT EVALUATION WHICH WE DISAGREE WITH

- There is one way to evaluate a program.
- There is a best way to evaluate a program.
- Evaluations only get done once.
- What happens on the phone is the critical process to evaluate.
- The result, the outcome of the phone call or counseling session is the most crucial thing to evaluate.
- Evaluation means: results, the ends, goal achievement, meeting objectives
- Evaluation is for THEM; we know!
- Evaluation is for THEM; we help; we give service.
- We don't know enough to do an evaluation.

See Husting, et al. in Bibliography.

On the following pages is a discussion of evaluation by the authors of a self-evaluation manual for programs serving young parents. We reprinted these pages so that you could have another perspective on program (self) evaluation.

Think about the similarities and differences between that client group and yours.

Use the free space on this page to jot these down.

Levels of Evaluation

A study of need, the goal-attainment model, experimental designs, system models, and other kinds of evaluation studies can be conducted at five different levels -- effort, effect, adequacy, efficiency, and process. Each level of evaluation attempts to answer a different set of questions about the program and can lead to improvement of different aspects of the program.

Evaluation of Effort. The most basic questions which can be answered by an evaluation study center around a description of 1) the resources available to and used by the program and 2) the activities planned and actually carried out by the program. Evaluation at this level is called evaluation of effort. Evaluation of effort is concerned with questions such as the following. What is to be done? By whom is it to be done? When and where is it to be done? What was actually done? Who actually did it? When and where was it done?

As an example, let us assume for a moment that each girl, within the first month of entering your program, should have spent at least an hour with a social worker. This time is set aside specifically for the social worker and girl to talk about and plan for the future of the baby. Let us assume, also, that you learn, through casual conversation, that Elyse did not see the social worker until her second month in the program and that Doris saw the social worker within the first month but they talked about her problems with her school work. You might be interested in knowing if these two girls represent a pattern, that is, whether the planned activities for your social service component are different from the actual activities of that component. You could, for example, initiate an evaluation of effort by randomly choosing a group of girls in your program and following them closely through their first two months in your program. The girls might fill out information sheets which could tell you who they had seen each day, when and where, and what had taken place. Once the information sheets are compiled, you can determine whether there is, in fact, a difference between planned activities and actual activities, whether this difference is important and whether new plans should be made.

In summary, evaluation of effort can be used to improve your program 1) by giving you information on your resources (personnel, funds, materials, facilities) and activities and 2) by pointing out discrepancies between available resources and used resources and between planned activities and actual activities. This information helps you and your staff understand the functioning of each of your program components and of the program as a whole.

Evaluation of Effect. Whereas evaluation of effort focuses on input, the next level of evaluation focuses on output. A program's outputs can be thought of as the effects of a program. Consequently, this level of evaluation is called the evaluation of effect. Each effect is the result of a program's activity. Each effect can be either short-term or long-term, either positive or negative, either anticipated or unanticipated. A program's effects are usually considered in terms of changes which take place in people -- either clients or staff -- who have been involved in the program. However, a program can produce changes in people or groups of people outside its own sphere, (i.e., not only callers, but listeners too).

A program can measure its effects. However, it can go beyond this basic measurement by using the goal-attainment model of evaluation. By comparing the results of its activities (i.e., effects) with its pre-established objectives, a program can determine its effectiveness -- the extent to which its objectives have been attained as a result of its activities.

Evaluation of Adequacy. Adequacy is concerned with how much of the entire problem the program is directed toward overcoming. Adequacy goes beyond just looking at the program's effects on its own clients or its effectiveness in achieving its objectives. Adequacy looks at a program's impact on the total community's need. Therefore, in order to do an evaluation of adequacy, you must also have some information on needs.

Evaluation of Efficiency. At some point, every program will have to determine the cost in resources (personnel, funds, materials, and facilities) of attaining its objectives. This kind of evaluation is called an evaluation of efficiency. In order to conduct an evaluation of efficiency, you need to know exactly how much each activity has cost and to compare this cost with the activity's effect (benefit).

Evaluation of Process. The fifth level of evaluation answers the questions how and why. How does your program work? Why does it work this way? Why does your program have the effects that it does? Although it is possible to begin to answer these questions through speculation and introspection, a more specific and objective evaluation study is necessary to understand the real processes which are at work. This level of evaluation is called an evaluation of process. Such an evaluation study can improve your own program by helping you to understand, in particular, where the assumptions between your activities and your objectives have broken down. An evaluation of process has the potential for being translatable to other programs, helping to modify on-going ones and to design new ones.

Let us use an example to illustrate the difference between these five levels of evaluation. Let us assume, for a moment, that there is a flock of 20 birds spending the summer in Boston. Each bird has the need to survive the up-coming winter, and in order to do so he must fly south to Miami. Since the flock knows that it is unrealistic to expect every bird to endure the trip, its objective is to get 15 of the birds to Miami. However, only ten reach their destination.

If you measured, for instance, the number of times the birds flapped their wings during the flight, this would be an evaluation of effort. An evaluation of effect would be concerned either with how far (how many miles) the birds had actually flown or with how many birds reached their destination. However, since only ten birds reached Miami compared to the objective of getting 15 birds there, the flock (program) would be only 66.6 percent effective. Measured against the need for all 20 birds to get to Miami, the program would be 50 percent adequate. An evaluation of efficiency could focus on a study of whether the ten birds could have arrived at their destination with less effort (cost), for example, by using different air currents, by flying at a different height, or by using a different route. If one attempted to understand more about the principles of birds' flight, why they fly where they do, why some birds give up during the course of the trip, and so on, one would be engaged in an evaluation of process.

Evaluation Decisions

It seems important to reiterate the fact that there are many different evaluation models and experimental designs and that evaluation can be conducted at several different levels. Consequently, any program engaged in evaluation is confronted with a number of evaluation decisions. The kind of evaluation undertaken will depend on a number of factors -- the reasons for evaluating, the evaluation resources available to the program, the age and size of the program, and so forth.

Some researchers like to make a distinction between "summative" and "formative evaluation." Summative evaluation occurs at the end of a period of time after which a program has been operating. Its primary focus is to determine the extent to which the program's objectives have been achieved. Formative evaluation, on the other hand, is conducted while a program is being planned or carried out. Its goal is to provide information which will improve the operation of the program.

In general, there are several things to remember while you are deciding what kind of evaluation to undertake. A very young program should probably not emphasize evaluation of effects, adequacy, efficiency, or process. Evaluation of effort, however, will help to improve the functioning of the young program by pointing out discrepancies between available and used resources and between planned and actual activities.

As a program matures, you should be more and more interested in its effects, adequacy, and efficiency.

You should conduct a study of need at any time a new program (or program component) is being planned or when an old program detects some change in the external environment.

A study of process can be particularly advantageous when a program does not seem to be very effective. Without a study of process, a program may be forced to close. With a study of process, the program can determine why it is ineffective and make changes in its objectives or activities.

No matter what kind of evaluation study is undertaken, you and your staff should answer the following questions before you begin:

1. Who do we want to evaluate? What do we expect to achieve by or get out of an evaluation study? How do we anticipate using the information obtained from such a study?

2. What do we want to evaluate? Do we want to study needs or focus on our program? Do we want to look at our total program or should we examine only one (or several) program component(s)?

3. At what level should we evaluate? Given our age, our decision-making needs, and our resources, do we want to evaluate effort, effect, adequacy, efficiency, or process?

All evaluation studies must be related eventually to your objectives. In order to do this you must single out which objectives you wish to study and ask yourself the following questions:

4. What kind of changes do we expect? Do we expect changes in the knowledge, attitudes, or behavior of people? Do we expect changes in the physical, mental, or social state of people?

5. How much change do we expect and how long will it take for this change to take place? Will the change be temporary or permanent?

6. Who do we expect to change? Do we expect changes in the staff, clients, institutions, or people within the community?

Steps in the Evaluation Process

Note: These steps can be compared to and integration into SEM. See "Step-By-Step Instructions," Chapter 9, page 36.

This section details the steps which are involved in the evaluation process. Adherence to them will help you to conduct a more orderly and complete evaluation study.

Step 1. Involve your staff as much as possible in the study itself. The more your staff understands the evaluation process and the more they have been involved in evaluation decisions, the more enthusiastic they will be. Meetings in which you and your staff discuss evaluation concepts and their relevance to your program, as well as the practical questions of an evaluation study, are useful.

Step 2. Choose one person to be responsible for the evaluation study. Also define, as clearly as possible, his specific responsibilities and his limitations during the course of the study. Such clarification prior to the study should help to avoid conflict between the study and the operation of the program.

Step 3. Together with your staff and the person responsible for the evaluation study, clarify your reasons for wanting to evaluate, the focus of the study, the level of the study, and the potential utility of possible findings.

Step 4. Define or re-define the population you are serving. Assess the needs of this population.

Step 5. Develop objectives for your program If you already have established program objectives, decide which ones will be included in the evaluation study.

Step 6. Detail those activities which have been designed to meet the objectives which you have decided to include in the study.

Step 7. Analyze your data. Take the information which you have gathered, compile it, and compare the results to program objectives. If you can establish an on-going record keeping system, you will be able to standardize your information and make frequent compilations of your data. By comparing this information with past periods, you will be able to track the progress of your program.

Step 8. In light of your evaluation findings, re-examine your objectives and your activities. Decide whether you should re-define your objectives. Decide what changes should be made in your program's activities and which program changes are advisable and possible. Decide whether the evaluation findings have implications over and beyond your particular program and, if so, whether you want to be responsible for working with other agencies or institutions or in the community.

See: Husting, et al in Bibliography

Step 9. Develop a step-by-step plan for implementing the changes which you have decided to initiate. This last step, although the most difficult, can be the most important in terms of improving your program and benefitting those whom you serve.

COMPARING "CLASSICAL" EVALUATIVE APPROACHES TO SEM APPROACH

TRADITIONAL	SELF-EVALUATIVE
1. Define goals of program	1. Begin with any issue, question, problem or concern
2. Define subgoals	2. Restate (1) as one or more questions.
3. Define objectives for goals and subgoals	3. Use SEM Step by Step Directions for other steps.
4. Specify programs to achieve "3"	
5. Specify data to determine if "3" achieved	
6. Etc.	

There are at least three "basic" differences between classical approaches and the SEM approach. These are:

1. SEM begins where you are, while classical approaches usually begin with program goals.

2. SEM "grounds" program objectives to concrete, specific changes in information (See: Instructions, Block 1); classical approaches define program objectives early-on in the evaluation process.

3. SEM is a process in which program staff are the participants and are the researchers; classical approaches usually assume that a specially trained researcher will direct or "do" the evaluation.

OTHER RESEARCH/EVALUATION APPROACHES

Purpose:

To introduce some other kinds of research approaches which could be included in program evaluation.

Words

- participant observation
- unobtrusive measures
- visual anthropology
- situational analysis
- critical incident technique

There is a very wide variety of approaches, techniques, tools, methods, designs, measures, etc., in the literature about empirical research and program evaluation. We don't know all of these and assume that you don't either. We read about and tried many different ways of collecting and interpreting information which could be used in self-evaluation by Hotline and crisis center staff.

Most of the approaches which are discussed here can be thought of as techniques for using and enhancing one's senses -- eyes, ears, nose and "feel." That's why we chose to discuss them. Program staff usually do not choose to be researchers as their life's work. But they do often think like researchers and use themselves in good ways to observe, hear, smell -- to collect information. This information can be used in self-evaluation.

LOOKING AND SEEING

"An acute observation surpasses all statistics"
"Nothing evades our attention so persistently as that which is taken for granted."

When we look we often do not see. We do not see sometimes because the thing we're looking at is too close, too familiar; or because we don't know what we're looking at or looking for.

See Collier in Bibliography; also see Minor White

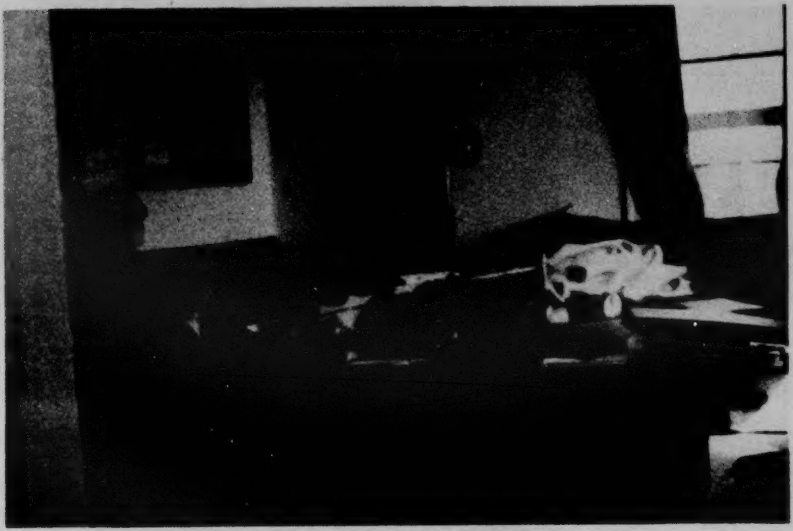
Video tapes, photographs, drawings are all ways of stimulating us to see.

In self-evaluation, one might use these as a way to collect information about the program.

For example:

- A photograph of the phone room can show how close the resource books are to the phone.
- A video tape of a training session can provide information about which trainee to accept.

"...an observer is a rarer thing than a genius."
W. H. Hudson



LISTENING AND HEARING

See Weaver in Bibliography.

When we listen we often do not hear. We do not hear sometimes because we have our own agenda and because of many other things you know a lot about.

"Nothing evades our attention so persistently as that which is taken for granted."

There are many mechanical tools to record speaking so as to practice hearing. Recordings are one way to evaluate listener skills, record keeping skills, etc.

See: Baizerman and Genthener in Bibliography.

REMEMBER: Ethics -- you should not tape without the knowledge and the permission of those who you are taping.

UNOBTRUSIVE MEASURES

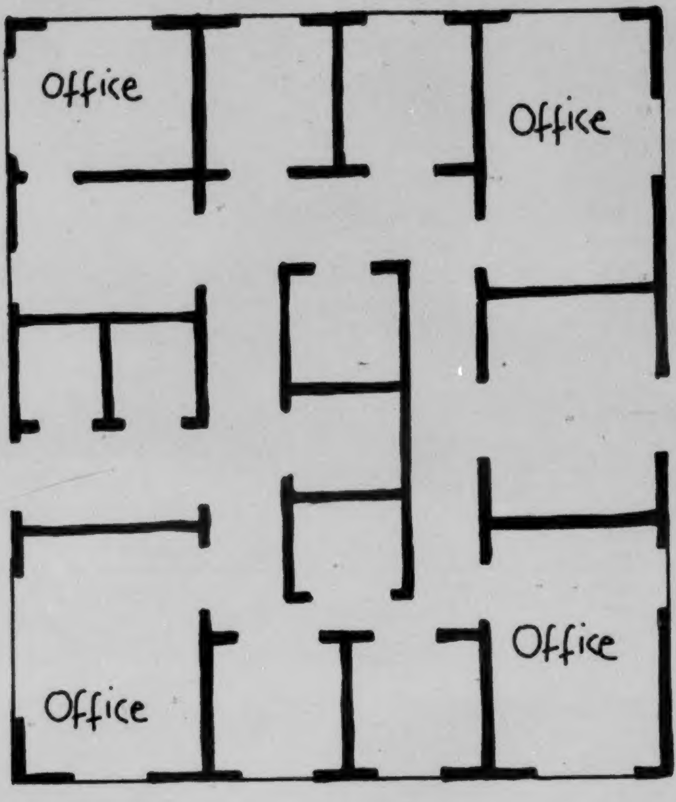
The example of looking in the phone room at the location of community resource books in relation to the location of the phones is one example of an unobtrusive measure.

"What you are speaks so loudly I can not hear what you say"
Emerson

Another example is looking at the building in which the Hotline or drop-in center is located. We've seen many programs which are on the second or third floors or in the basement (cheaper rent?). The location of the office certainly has an effect upon who can and who might choose to drop in or to volunteer. Physically handicapped, injured or older people may all have difficulty in getting in.

See Webb, et al in Bibliography.

A drawing of the agency's floor plan can suggest many things: Can you think of any?


Office
Office
Office
Office

Another example: One could count cigarette butts to get a hunch about how busy the phones were last night; or how many "serious calls" came in.

Information such as this can be gathered by using "nonactive, unobtrusive measures."

Critical Incident Technique

The critical incident technique was developed in the 1940's by John C. Flanagan. He wrote:

See Flanagan in Bibliography

> By an incident is meant any observable human activity which is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer and its consequences are sufficiently definite so there is little doubt concerning its effects.

See Dahlkie in Bibliography (Also as A.I.R.)
e.g., role-playing

See Training, Chapter 22, page 134.

The technique has been used in Hotline research as well as in many other situations. In fact, many Hotlines use something similar to this when they train listeners. This technique is a formal way to use what you may already be using. It is a technique which is very useful in self-evaluation.

GETTING FEEDBACK AND KEEPING IN TOUCH: THESE ARE PARTS OF EVALUATION

THE PANEL/THE GROUPS

AND

SOME OTHER WAYS

Purpose:

To present other (supplementary) ways of collecting information for use in the SEM.

Words

panel
attitudes
opinions
reputation
prestige
sample
survey
questionnaire
instrument
schedule
satisfaction
market research
community
interviews

Questions

Are callers satisfied with our service?
What are community attitudes toward us?
Do people know we're here?
What is our reputation?
What do they think about us?
What does the community think?

Common Phrases

Let's do a survey.
The community thinks (feels, says)...

It is reasonable and good to wonder and to care what others think of your program. Keeping in touch is crucial if you want to offer appropriate service; it is politically important too.

See Preface to Handbook

for without some legitimacy given by others in the community, you are ALONE--and you may be IRRELEVANT!!

How to keep in touch? By a variety of means including:

(a) seeing and hearing what folks are (are not) saying; by speaking gigs;

(b) by getting out there to where people are, etc.

Another way to do this is to create a "panel" and/or one or more groups.

Panel

This is adapted from sociological use of this technique.

A "panel" is a (small, medium, large) number of people who live in a specified area (community) who agree to let you ask them questions over a relatively long time (e.g., once a month for a year; 2 times a month for 6 months). Usually you ask at least the same question(s) each time; you can also add questions.

The purpose of a panel is to give you the chance to talk to "outsiders" and to learn from them what they know and have learned about your program, people who use your service, or a host of similar questions. A panel is "constructed" using selection criteria which are important to you. The criteria could be age and/or sex and/or race and/or neighborhood and/or whatever.

The people in a panel (or the panels) don't (have to) know each other. Only you have to know who the members are. Being a member is a a service to you; it is their time and opinion which you want.

A panel is one way to evaluate the effectiveness of a publicity campaign. It is also a way to sensitize people to your existence.

It is a way to get feedback from "the community" and to keep in touch.

Groups

Another way to keep in touch and to get feedback is to create one or more small discussion groups. People in the groups could be asked to sit with you and discuss your program or the problems in the community or some similar topics.

> While working on this Handbook, we held several mini-conferences of hotline people, select students and our consultant. We listened to their problems and concerns and presented our views about these. At several mini-mini meetings we asked hotline people to respond to the parts of this Handbook which were in draft form.

Other Means

There are so many more or less good ways to get in touch and keep in touch. To list a few:

- An "open house" to the community
- Get on a radio or TV talk show to which people can call-in questions and opinions

See Chapter 33, Publicity, page 246.

- put an ad or coupon in the *community newspapers*
- try to raise money: You'll get *evaluative feedback pretty* quick!

REMEMBER: EVALUATION IS PARTLY A PERSPECTIVE
IT'S PARTLY A WAY OF LOOKING AND SEEING --
LOOKING AT THINGS AND SEEING HOW THESE MIGHT
BE USED IN AND/FOR EVALUATION

- Do a survey using interviewers or a questionnaire of a sample of (whomever you want to LEARN SOMETHING FROM) about whatever your're interested in learning about.

See Chapter 14, Who Shall We Serve, page 75.

Also see social science textbooks about survey research and public opinion research, e.g., Backstrom and Nursh in Bibliography. A consultant might be helpful here. See Chapter 46, page 405.

- Hire someone to do a survey
- Ask staff in other agencies
- Call a meeting of community groups and see who comes!
- Call a meeting of other agencies and see who comes!

Don't forget to ask your staff. Examples of how this is done follow.

YOUTH EMERGENCY SERVICE, INC.
1429 Washington Avenue South
Minneapolis, Minnesota 55454

PROGRAM EVALUATION - VOLUNTEER STAFF INTERVIEW

1. PERSONAL DATA: Name________________________ Age__________

When did you start volunteering at Y.E.S.?______________________

What phone shift(s) do you presently work?______________________

2. Y.E.S. PURPOSE: What is Y.E.S.'s purpose(s)?__________________

________________________ Do you think this purpose(s) should be

changed?________ If so, how?____________________________

3. Y.E.S. CLIENTS: How would you describe the needs, values and problems of

the people we serve?___________________________________

____

4. VOLUNTEER SATISFACTION: What needs do you get met from volunteering at

Y.E.S.?____

What existing conditions, attitudes, people, resources, etc., contribute

to your needs getting met at Y.E.S.?__________________________

How satisfied, in general, do you feel about volunteering at Y.E.S.?_____

____

5. VOLUNTEER FRUSTRATION: What frustrations have you experienced in working

at Y.E.S.?____

What existing conditions, attitudes, people, resources, etc., contribute

to these frustrations?___________________________________

6. GENERAL FEEDBACK: What changes, suggestions, ideas, etc., do you have to

improve your own personal satisfaction in volunteering at Y.E.S.?________

____

7. Y.E.S. QUALITY SERVICES: How well do you think we provide quality services to the people who call?_________________________________ How do you think we can improve the quality of services we provide?_________________

____

Do you think you need to improve your skills and increase your knowledge? ________________ What structured or unstructured experiences, etc., would help you to improve your skills and increase your knowledge?______________

____

8. Y.E.S. ORIENTATION TRAINING: When did you go through orientation training? ________________ How effectively did orientation training prepare you for the phone room?________________ What conditions, attitudes, people, resources, etc., contributed to orientation training being effective preparation?____

____

What conditions, attitudes, people, resources, etc., did not contribute to orientation training being an effective preparation?____________________

____

What changes, suggestions, ideas, etc., do you have to improve orientation training?____

9. Y.E.S. IN-SERVICE TRAINING: Have you ever attended an in-service training session or resource rap night?_______ If you haven't, why not?__________ ____________ If you have, which ones did you attend?____________________ Did you find them helpful?_______ If so, how?____________________________ What changes, suggestions, ideas, etc., do you have to improve in-service training?____

10. Y.E.S. FORMS: Do you understand when and how to fill out phone forms?_____ legal forms?_____ D.E.A. drug forms?_____ shift logs?_____ What changes, suggestions, ideas, etc., do you have to improve any or all of these forms?____

____

11. LEGAL FOLLOW-UP: Do you personally check through all of the legal forms that are "in progress" during your phone shift(s)?_______ If not, why not?_____________________________What changes, suggestions, ideas, etc., do you have to improve our legal follow-up system?__________

____

12. SUBSTITUTES: Do you get a substitute replacement for your phone shift(s) when you're not going to be there?_____ If not, why not?_______________ Do the other people on your shift get substitute replacements when needed? _____ If not, why not?___________________ What changes, suggestions, ideas, etc., do you have to improve the number of volunteers getting substitutes?_________________________________

13. REFERRALS: Do you understand how to use the Y.E.S. brown resource books? _______ Community Information & Referral Microfiche System?__________ Enablers Catalog of metropolitan youth resources?________ Information Directory of St. Paul?_______ Information & Referral Resource Directory of Scott and Carver Counties?_______ Which resource books are the most helpful and the most utilized?___________________________ Which resource books are the least helpful and the least utilized?______ ___________________ When you receive feedback on a resource or changed information on a resource (address, phone #, hours, etc.) what do you do with the information?___________________________

How can Y.E.S.'s brown resource books be organized, categorized, cross-referenced, updated, etc., to be more helpful to you?____________________

____________________ What services (resources) do you have difficulty in finding for callers?____________________

14. INFORMATION CALLS: Do you understand how to use the Y.E.S. information books?_______ Physicians Desk Reference?_______ Hospital Formulary?_____ Which information books are the most helpful and the most utilized?_____ ____________________ What changes, suggestions, ideas, etc., do you have to improve the helpfulness of these information books?

____

15. COMMUNICATION: Do you read the volunteer staff newsletter?____________ What changes, ideas, suggestions do you have to improve the effectiveness of the newsletter?____________________

Do you write up what happened during your shift in the shift log?_______

If not, why not?____________________ Do you read the bulletin boards in the phone room and volunteer lounge for new information every time you come in to work a shift?_______ If not, why not?____________________

What changes, ideas, suggestions do you have to improve the effectiveness of the bulletin boards?____________________

How can the communication between phone volunteers and between phone volunteers and administrative staff be improved?____________________

____

16. PHONE ROOM ORGANIZATION: How can we better organize or equip the phone room?

____

17. OTHER SUGGESTIONS, CRITICISM, ETC.:____________________

____

HOTLINE QUESTIONNAIRE

Age:_____
Sex:_____

1. When did you join Hotline?____

2. How did you learn about Hotline? (Please check one)

T.V._____
Radio_____
Publicity Posters_____
Relatives_____
Friends_____
School_____
Church_____
Other_____

3. How were you informed of the training session? (check one)

Personal Invitation_____
Phoned the Line_____
School or Church_____

4. Why did you wish to join Hotline? (Brief sentence)_______________________

____

____

5. What type of training session was it? (check one)

Mostly lecture_____
Mostly role playing_____
Both lecture and role playing_____
Other_____

6. I felt adequately prepared to do my job at Hotline after the training session?

Yes_____ No_____

7. After observing at the line, I was confident in my ability to handle the calls to Hotline?

Yes_____ No_____

8. I felt the training session could be improved? Yes_____ No_____

9. How many shifts do you volunteer for each month?_____

10. Have you ever been an unexcused "no show"? Yes_____ No_____ How many times?_____

11. Do you regularly hear from your crew-chief while on the line? Yes_____ No_____

(Check One) When:
Before Shift_____
During Shift_____
After Shift_____
More than once_____

12. How many calls do you usually get each shift? (Circle one)

1-5 6-10 11-15 16-20 21 +

13. What are most of the calls about? (Brief sentence or two)________________

____

____

14. Do you feel the "call sheets" are easy to understand? Yes_____ No_____

Do they have clear directions in order to fill them out? Yes_____ No_____

15. Are the call sheets useful? Yes_____ No_____

16. How often do you make referrals while on the line? Sometimes_____ Often_____
Never_____

17. Where do you refer most callers?

W.S.T.C._____ Lake Minnetonka Mental Health_____ Other_____
Relate_____ General Hospital_____

18. What do you see as the primary needs and concerns of people in the community?

Problems with: drugs_____ employment_____ school_____
(Check Two) sexuality_____ financial_____ family _____
personal relationships_____

19. Do you get "Nuisance" calls while on the line? Yes_____ NO_____ What type?

repeater_____ hang-up_____ jokes_____

20. What would you think of an "outreach" program, i.e., calling lonely people on a regular basis, for Hotline? (Check one)

Sounds Great!_____ Forget it_____
Might be o.k._____ Not sure_____

21. What is your impression of the service offered by Hotline? (Check one)

Poor_____ In-between_____ Good_____

22. What is your involvement with Hotline? (Check those that apply):

I am a listener_____ I attend Hotline social gatherings_____
I am a board member_____ I have participated in training new volunteers_____

23. If you had to choose one phrase that would describe your feelings about Hotline, which one would most closely apply? (Check one)

"fired up"_____ "bored, doldrums"_____
"comfortably satisfied"_____ "burnt-out"_____

24. What are you getting out of belong to Hotline? (Briefly describe)__________

25. Are these needs being met by belonging to Hotline? Yes_____ No_____

26. Which type of communication process do you feel is most effective for making announcements or policy changes? (Check one)

The Hotline newsletter_____
phone calls to listeners_____
special announcement, posted at the line_____
word-of-mouth_____
crew chiefs_____

27. Would you be in favor of a change in location for Hotline? Yes_____ No_____

COORDINATION BETWEEN AND AMONG PROGRAMS

Purpose:

To introduce a language, ways of looking at and ways of collecting information about the relations between and among programs and agencies.

Words

- coordination
- agency integration
- human services system
- service subsystems
- domains of service
- agency interaction
- organization interaction
- organization-set cooperation
- the system
- agency: agency exchanges
- interorganizational relations
- agency network
- working with another agency
- referrals
- joint staff meetings
- funding sources
- information and referral service(s)
- community information and referral service
- health and welfare council

Questions

- Are we part of the system?
- How can we become part of the system?
- How can we avoid becoming part of the system?
- Are our referrals effective?
- Do our referrals "take"?
- How can we work together with other agencies?
- Is there a youth service system in this community?
- If we work cooperatively with them, will they take us over?
- Who runs the (service) system in this town?
- Why don't agencies work together?
- Is there always this much duplication of services?

Some people think that an agency or a program can operate alone, others think that the best service is given when there is a clear, integrated system of programs and agencies and an active pattern of referrals, so that youth (clients, patients, people) receive "continuity of care." Other people say that when there is an integrated service system with referrals and continuity of care, it is a system of social control, of relatively high efficiency and effective social regulation of youth (and others).

social control
continuity of care
social regulation
client follow-up
organizational prestige
linkages

Part of the discussion above is built on personal and social values--as these are part of one's perspective about services.

Part of the discussion above has to do with facts.

From the point of view of program evaluation, the relations which programs (agencies, services) have with one another is a major focus. It is also a major part of the SEM.

See e.g., Evan, Lefton and Rosengren; Cumming and Hasenfeld, all in Bibliography.

Part of the answer about Hotline and crisis center effectiveness is found in information about the connections between and among your program and other programs. The more of these linkages there are, the more integrated your program is in the (youth) service system. Part of the answer about what happens to the caller or drop-in as a result of the service given is found in the movement of the client from one agency to another (i.e., referral).

The movement of funds, staff and clients and other things from one agency or group to another is called agency interaction. Coordination and cooperation are types of agency interaction.

The Items Usually Counted In Studies Of Agency Interaction

People who are researchers studying interagency relations look at least at the flows of four sets of items between and among agencies and programs:

See same references as on preceding page.

- Money (funds)
- Staff
- Facilities and Equipment
- "Clients" (e.g., in-referrals to you, out-referrals from you)

In addition, some researchers look at:

- Joint staff meetings
- Joint planning meetings
- Other joint activities

Their focus has been on:

- The patterns of movement of these "items" between and among agencies and programs.

- The formal and informal agreements between and among these programs and agencies.

- The patterns of decision-making within an agency which determine the pattern of relations between and among agencies.

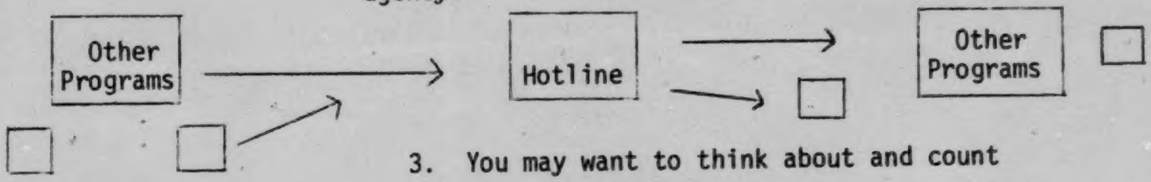
- The consequences of these relations on: clients, staff, other agencies, etc.

You can use this body of research and theory to suggest "things" you may want to examine and to count for your own self-evaluation.

Key Ideas and Issues About the Relations Between Your Program and Other Programs

1. The System is the pattern of movement of callers (clients, drop-ins), staff money, equipment and facilities between and among programs, agencies and services.

2. This movement can be into or out-of your agency:



3. You may want to think about and count BOTH inputs and outputs

EXAMPLE 1

	In-Puts to Your Program		Outputs from your Program	
	No	Yes	No	Yes
Clients	–	✓	–	✓
$	–	✓	✓	–
Staff	✓	–	✓	–
Equipment & Facilities (E & F)	✓	–	✓	–

OR

EXAMPLE 2

List of Other Programs	No. and % of Inputs to your program								No. and % of Outputs from your program							
	clients		$		Staff		E & F		clients		$		Staff		E & F	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Agency																
1. e.g. Model Cities	24 (10%)		-		-		-		87 (43%)							
2.																
3.																
4.																
5.																
TOTALS																

OR

EXAMPLE 3

Divide clients into types of clients such as: info only, counseling only, mostly info and some counseling, mostly counseling and some info., etc. Then check-out how these people came to your program; some will have been referred to you.

OR

EXAMPLE 4

Other e.g., are # funding source, and # of consultants.

You can also do "# of" and "kind of" funding sources.

Rule: count inputs & outputs for the items inportant to program.

Divide staff into types of staff by profession, age or whatever is important to your program. Then learn how these people came to be at your program. Some will be with your program as part of their work at another program (e.g., medical consultant).

Put these divisions of clients and staff back into the input-output schema. Then count people by whether they were in-put only, out-put only or both, depending upon whether they were referred by another agency *to you* or whether *you referred* them to another agency; whether the staff works for your program primarily or works for another program primarily; etc.

The Ratio

4. It is important to look at *the balance*, *the mix* between inputs and outputs to and from your agency and other groups and agencies.

This is, in part, the issue of whether your program is integrated into a service system (or subsystem).

See, e.g., Hasenfeld who writes about "people moving" and "people changing" agencies; in Bibliography.

Remember: There might be changes over time (as program gets older). e.g., few in-put agencies ⟶ more input agencies ⟶ stable # of in-put agencies or: few out-referrals ⟶ more ⟶ more ⟶ more...

It also involves the issues of interagency cooperation, coordination and dependency, among others.

5. Report these facts as part of program self-evaluation.

"Client Follow-Up:" A Special Case

The movement of clients into and out-of your program is one part of agency interaction with other programs.

Some call this "continuity of care (or service)"

It can also be looked at as part of program effectiveness. What happens to a caller (or drop-in) as a result of his/her contact with your program? One part of that result is how the caller feels. Another part is whether the caller is moved on to another agency because: 1) you give information about; 2) you suggest another place; 3) you suggest (s)he go to another place; 4) you set-up appointment at the other place; 5) you go with client to the other place, etc.

Many attempts at evaluation of Hotlines and other human services focus more on what happens during the helping relationship than as a result of the help.

For more on referrals, See Baizerman, 1976, in Bibliography.

See Chapter 38, The Call, page 308.

Even in programs where the caller or drop-in is anonymous, this information can be collected and the person's anonymity can be respected.

Some Definitions

anonymity - don't know who

confidentiality - know who but won't tell

pseudonym - false name, e.g., John Doe

It is very difficult to measure in a scientifically acceptable way the results for the client of a call or a counseling session. Even if it is obvious to you that the client has

Can use rates to learn input/output and caller use of referrals, e.g.,

$$\frac{\#\text{ of referrals}}{\#\text{ different callers}} \times 1{,}000$$

$$\boxed{\text{OR}}$$

$$\frac{\#\text{ referrals out}}{\#\text{ information calls}} \times 1{,}000$$

$$\boxed{\text{OR}}$$

$$\frac{\#\text{ out-referrals}}{\#\text{ counseling calls}} \times 1{,}000$$

$$\boxed{\text{OR}}$$

$$\frac{\#\text{ out-referrals who go to other agency}}{\#\text{ out-referrals made}} \times 1{,}000$$

Etc.

Last one can be done with a pseudonym + the caller calling back to you.

"moved" from sad to glad or along some other feeling dimension, it is very hard to measure this, especially on the phone.

It is also super hard to show the connection between these self-reported or observed changes in the client and later behaviors.

Remember that you must prove the results to others. Think about measurment for the program evaluation aspects of your program which are touchable and do-able and which others can be reasonably expected to accept. Be practical too!

On the next two pages are forms used by Minneapolis YES in their study of referral follow-up.

Note that such a study can be thought of as:

- caller follow-up
- agency case "in-put" and "out-put"
- interagency coordination, cooperation, etc.

The form was used by listeners, and the chart reports some partial data from the study.

On the chart, "given" means "out-referral" by YES and "received" means "in-referral" to YES. Note that the numbers are for "cases," not for percentages or rates.

YOUTH EMERGENCY SERVICE (Y.E.S.)

REFERRAL FOLLOW-UP RECORD

Day of the Week	How did you hear about us? Who referred you? etc. If client says: "Y.E.S." (Record Here)	If client says: "Friends, other, etc." (Record Here)	Have You Ever Heard of YES? If client says: "Yes, Sure, Yup" etc. (Record Here)	If client says: "No, never have" etc. (Record Here)	Additional Comments
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					
SUNDAY					

	Y.E.S. REFERRAL TO:	Nov. - Given	Nov. - Received	Mar. - Given	Mar. - Received	Apr. - Given	Apr. - Received
12.	Gay Community Services	7		5		3	
	The Annex	5		6		4	
13.	Poison Control	3		7		4	
	Southside Medical Clinic	1		5		8	
14.	Teen-Age Medical Clinic	10		3		0	
	Meadowbrook Women's Clinic	2		6		5	
15.	St. Paul V.D. Clinic	4		4		4	
16.	Beltrami Clinic	5		5		1	
17.	Bloomington Public Health	6		3		1	
	Legal Advice Clinics	5		2		3	
	Womens Advocates	5		3		2	
	Neighborhood Counseling Center	4		3		3	
18.	Lutheran Deaconess Clinic	5		3		1	
	U. of M. Human Sexuality	5		0		4	
	Helping Hand Clinic	2		5		2	
19.	Nucleus Clinic	5		2		1	
	Minnesota Civil Liberties Union	3		2		3	
20.	Hennepin County A.I.D.	3		4		0	
	Crisis Intervention Center	2		4		1	
	Midway Pastoral Counseling	2		3		2	

THE CALL

Purpose:

This chapter presents material concerning the phone call itself and approaches to evaluating the caller-listener relationship as well as various types of calls, especially the "nuisance" call.

Words

the phone(s)
caller
listener
empathy
transaction
active listening
accurate feedback
responsibility
referral
crank
repeater
emergency
chronic
rap
genuine
confrontation
warmth
nonjudgmental
masturbator
crisis
hang-up
silence

Questions

What usually happens during a typical phone call?

Who calls Hotline?

When do people call Hotline?

How effectively do listeners handle calls?

Why do people call?

Do listeners make good referrals?

What are nuisance calls?

How do the listeners deal with difficult callers?

How does the listener feel: a) during a nuisance call? b) after a nuisance call?

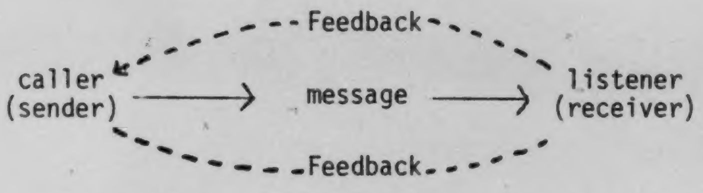
Most people working in Hotlines and youth crisis services think that "the call" is the most important aspect of their organization. It is reasonable that workers at a Hotline phone service would hold such an opinion, because answering the phones is their job and the telephone is the vehicle for their service. Answering, listening, and referring are the business of Hotlines and the phone makes it possible. The Hotline call is a communication process.

feedback
communication
helping

The call is a process with a purpose.

The call is a transaction between two people, a sender and a receiver, or in Hotline terms, a caller and a listener.

The call involves a message, but the purpose of the message may vary.



See Reference: Dahlke and American Institutes for Research (AIR), 1973

In trying to evaluate the effectiveness of Hotlines, some approaches focus on the phone call and examine the process of helping

See Speer and Schultz, 1975

Some ask the *caller* to rate how helpful the service was.

Some ask the *listener* to rate how helpful the service was.

Some ask *both* the caller and listener to rate how helpful the service was.

Some ask callers *to call back* and tell how useful the service was.

Some ask people to use a fictitious name, a pseudonym, to identify themselves.

This is "sampling," a common research technique.

Some ask one of every twenty callers to call back; some tell every caller he/she can call back; some ask only those with a serious crisis to call back.

Some use informal ways of rating the help given; others use very formal ways, such as "rating scales" or questionnaires.

See next two pages for examples.

Patient Satisfaction Survey

You talked with one of our counselors on (date) __________________ because you were having difficulty in your life. We sincerely hope this was helpful to you. If it wasn't, we would like to know that also.

1. Did the counselor seem interested and concerned about your problem?

   1. Yes, very much
   2. Yes, quite a bit
   3. Yes, somewhat
   4. No
   5. Uncertain

2. Do you think the counselor understood your problem?

   1. Yes, very much
   2. Yes, quite a bit
   3. Yes, somewhat
   4. No
   5. Uncertain

3. Did the counselor seem to have the knowledge to help you deal with your problem?

   1. Yes, very much
   2. Yes, quite a bit
   3. Yes, somewhat
   4. No
   5. Uncertain

4. What did the counselor do that you thought was most helpful to you?

5. Did the counselor do anything you thought was not helpful to you?

6. Was there anything you thought the counselor should have done, but didn't do?

7. The counselor recommended that you ____

____

____

____

Follow-up Interviewer: ________________________________ Date: ____________
(name)

Did you follow through on the recommendation(s)? Yes_____ No_____
Was it helpful?

1. Yes, very much
2. Yes, quite a bit
3. Yes, somewhat
4. No
5. Uncertain

8. Were you satisfied with the services we provided?

   1. Yes, very satisfied
   2. Satisfied
   3. Indifferent
   4. Dissatisfied
   5. Very dissatisfied

9. Would you recommend our service to someone else who might be having difficulty in their life? Yes_____ No_____

10. Each of us has a usual or standard way of handling the problems that arise in our life. We call this a person's level of functioning. At what level do you think you have been handling your problems since the big problem or crisis occurred that caused you to talk with us?

    1. Still somewhat below your usual level?
    2. At your usual level before your crisis occurred?
    3. Better than your usual level because you learned something from the crisis experience?

(To be scored only by follow-up interviewer for Class II & III)

REFERRAL SUCCESS

1) Patient refuses referral
2) Patient refuses referral but selects another treatment resource
3) Patient accepts referral but doesn't use it
4) Patient accepts referral but selects another treatment resource
5) Patient doesn't use referral, but no longer needs service
6) Patient uses referral, but either agency or patient finds it inappropriate
7) As above, but patient selects another treatment resource
8) As in #6, but patient no longer needs services
9) Patient uses referral and is accepted for service

Evaluation of interaction:

Indicate with an "X" where you would fall on each of the scales; if there are some scales that are irrelevant in the context of the call, skip them.

1. I did most of the talking ____________________ Caller did most of the talking
2. We talked about specific problems ____________________ Conversation was non-specific
3. I talked a lot about myself ____________________ I did not talk about myself
4. I gave advice ____________________ I gave no advice
5. We talked a lot about feelings ____________________ We talked little about feelings
6. I empathized a lot with caller ____________________ I did not empathize with caller
7. I manipulated the caller ____________________ I was manipulated by the caller
8. Caller's feelings changed during call ____________________ Caller's feelings did not change
9. I had a sense of resolution at end of call ____________________ I had no sense of resolution
10. I learned a lot from the call ____________________ I learned nothing from the call
11. I felt energized by the call ____________________ I felt drained by the call
12. I felt satisfied by the call ____________________ I felt frustrated by the call
13. I felt effective ____________________ I felt ineffective

Comments:

(use one of these sheets to write up any request for help; to be used for statistics and staff information)

HOTLINE FOR HELP DATA SHEET

Call #______ Day______ Date______ Time _____ a.m. _____ p.m.

First name____________ Male_____ Female_____ Age_____ Phone_____

Town/area____________ Length of call_____ or visit_____

Volunteer____________ Type of problem____________

Interaction:

Referral or expected outcome:
(Over for evaluation)

See Chapter 37, Coordination Between and Among Programs, page 299.

Some make arrangements with other agencies in their referral network to tally the people referred by Hotline.

The definition of the "effectiveness" of the call or transaction between caller and listener will depend upon the purpose of the communication process. The purpose of the call will be defined by the policies and beliefs of the Hotline.

See Beliefs Checklist, page 52, Chapter 10.

Research concerning the use of the telephone and phone conversations have revealed a number of important findings and relevant comments:

See Schegloff (1968) and Rosengren (1969)

1) The caller has more information than the answerer, and the caller is expected to provide the first topic for conversation.

2) The caller often adds a phrase to the initial opening, e.g., "Hello (my name is)..." Because of anonymity within Hotlines, this may change somewhat. However, the callers usually adds some self-identification, a frame, e.g., "my problem is ...," "I am ...," "I need..." and then finishes with a term of identification, i.e., title, description, etc.--"lonely," "scared," "pregnant," "help," etc.

3) The telephone conversation is bounded by "constraints" on the contents of a speaker's remarks once a conversational course is entered

into and some conversational line is already being coordinated. At the beginning of a call, no line is present, although there are constraints.

In the case of Hotlines, the policy of anonymity mitigates the self-identification presented. Instead, it is likely that self-identification is related to the caller's problem. That is to say, the frame and the term of identification are "problem" focused, not "person" focused. Hotline callers will identify themselves in the form of "how I hurt" rather than in the form "my name is."

See Life, 1972, in Bibliography, page 501.

Evidence that this process may be true can be seen in the following excerpts of Hotline calls.

Hotline caller:

"Can you help my sister?"
My name is ...
I'm 14 years old.
I can't talk to my mother about my problems.

Hi, this is ...
I really need to talk.

Hello, this is Jerry.
I wanted to know the results of a blood test.
Why do I do these things?

Hello, do you know where a place called the Half-Way House is?

Hello, someone told me you rap with people, I'm just really down.

The opening sequence in Hotline calls perform or provide the parameters of the subsequent conversation; and that these sequences provide data for part of the evaluation of the effectiveness of the call. Hotline calls are "social interactions" of a lawful kind. They are patterned occurrances or, as earlier defined, the process of communication with a purpose. The process is patterned and thus a "social act."

Calls can be thought of as a "temporary social system."

See Straus, 1959.

Hotlines are human service agencies which can be defined as "people changing" services and/or as "people processing" organizations. These models of human services are built on what is called the "agency's orientation" to its clients. The "agency orientation" has two dimensions:

One theory which can be used to evaluate how calls are handled.

See, e.g., Rosengren and Lefton in Bibliography.

Laterality - "the amount of person"

Longitudinality - "length of time" that service is needed.

Each dimension has two values--minus (-) and plus (+).

AGENCY ORIENTATION TO CLIENT

		Longitudinality	
		−	+
Laterality	−	Request for bus information. Give telephone number of bus co.	Parent-child problems presented Rap and referral
	+	Request V.D. test Refer to clinic	Suicidal depression Assess lethality Refer for treatment

Minus (-) laterality is small amount of person, while plus (+) laterality is large amount of person.

Minus (-) longitudinality is short time, while plus (+) longitudinality is long time.

In the above Table, the caller's problem has been classified as to its dimensions of laterality (amount of person) and longitudinality (length of service time needed). In addition, the disposition of each type of problem call has been classified using the same scheme. The congruence or incongruence between the classification of a problem and its disposition is one indicator of "service appropriateness." It is likely that the length of the call will be congruent to the kind of problem and to the disposition of the call. Such an ideal alignment might also be used as a referrant point in studying the effectiveness of the call.

See Baizerman, 1975, The Call, page 469.

In addition to this schema several other reference points for judging the effectiveness of a particular call can be found both within the Hotline, as well as among the other agencies in the

Hotline's referral network. Every Hotline program has certain patterned relationships between staff members and normative expectations which are conveyed either informally between volunteers or at training sessions dealing with "how to work the phones" and how to provide effective service. From Hotline experience, crisis intervention theory, and an active listening philosophy, it is anticipated that how a Hotline caller is served is a socially patterned event which is bounded by more or less clear social norms which serve to "regulate" more or less the listener's voice, length of time on the phone, disposition of the call, etc.

See Chapter 22, Volunteer Training, page 134.

During training, the Hotline volunteer has been encouraged to be empathetic, accepting, and "real" in order to facilitate the listening and/or helping process.

The Director of a large metropolitan youth crisis center, Y.E.S., wrote some ideas for his volunteer staff concerning the nature of the helping relationship on the phones. See Kertson Article in this chapter, page 331.

Other Hotlines and youth crisis centers emphasize other norms and values which are used to distinguish between a "supportive relationship" and a "conversational relationship" on the phone. Rapping as a conversational technique may have some negative consequences:

See References, Brockopp, 1970, 1972.

1) virtually eliminates the possibility that the telephone therapist can be objective or therapeutic in his function for he is cast in the role of friend rather than the role of counselor; 2) minimizes any confrontation except that which occurs in terms of the personalities of the individuals and their ideas and opinions (which is basically not therapeutic); 3) may reduce the anxiety of the individual caller to the point where he does not feel a need to work on the problem he is having. In this way it may give him a false sense of security, and he may end up feeling better, but not being better; 4) develops expectations that what is taking place is the process of therapy. Since the caller is calling to a place which is designated as being a helpful agency, he may feel that the way in which help is given there is the way help should be given, when in actuality it may only be a conversation.

Some Hotlines place a great deal of emphasis during training sessions on the accurate assessment of crisis situations and the providing of adequate referral information. All these approaches used by Hotlines are based on a communication process which can be self-monitoring, through a process of interpersonal "feedback." Responsible feedback is:

Received from a training director of a youth crisis center.

Specific

Focused on behavior--what a person does

Takes into account the needs of the receiver can do something about

Requested

A sharing of information--not advice

Well-timed

In amounts the receiver can use--don't overload

Concerns what is said or done or how it's done--not why

Checked to make sure it was understood.

Suggestions on how to receive Responsible Feedback include:

1) Try to be open and non-defensive about the feedback. Don't explain it away by saying "they don't understand."

2) If you have difficulty understanding some information, try to think of specific examples that might fit. Ask the person "Is this ... what you mean?"

3) Try to share your feelings about the feedback with the other person.

4) It's up to you to decide what, if any, changes you want to make in light of the feedback.

A volunteer listener at one Hotline stated "I blew the call!" He was obviously referring to some criteria which represented his own and the Hotline's values or norms about the quality of the call. These criteria represent an evaluative approach to the socially patterned behavior of the Hotline listener and the internal value system

i.e., how he "handled" the call.

of the Hotline. They are the basis for using a self-monitoring process of quality control for their services.

Nuisance Calls

A universal problem for all Hotlines and youth crisis centers are the nuisance calls, e.g., "cranks" and "repeaters." In monitoring the effectiveness of a phone service, it is necessary to consider those calls which are usually designated as "non-substantive or nuisance calls," i.e., the repeaters, cranks, hang-ups, masturbators, etc.

What are nuisance calls?

How do we handle difficult calls?

Do we discuss nuisance calls in our training sessions?

Do we discuss nuisance calls at our staff meetings or in-service training?

Why are some people a nuisance?

How does the listener feel during a nuisance call?

How does the listener feel after a nuisance call?

Here are some definitions of the most common categories of nuisance or annoyance calls:

a) The Hang-up--self-descriptive, e.g., someone terminates the phone contact either immediately after the Hotline listener says "Hello

Hotline..." or after

b) The Prolonged Silence--then "click." (bummer!)

c) The Repeater--Frequent calls without evidence of much growth or movement to solve problems. Often these calls are referred to as "chronic."

d) The Obscene call--Express purpose of sexual arousal; masturbation; implicit or explicit sexual propositions.

e) The Put-Ons--Caller presents a fabricated problem or personal misrepresentation.

f) The Gag/Goof--Usually perpetrated by members of a pajama party, e.g.:

Listener: "Hello Hotline; Can I help you?"

Caller: "Is your refrigerator running?"

Listener: "Yes."

Caller: "You better catch it then!" (giggle... giggle)

What makes these people who call a nuisance?

Hotliner comments: "Because we are part of an organization that deals with serious problems and crises, and the nuisance call is a "waste of time." He/she might be tieing up the phone lines when an emergency is trying to get through. I feel frustrated with them! They won't move! I can't stand people that try to use or exploit others and the masturbator is just using me to "jack off." I get bummed out talking to those chronic callers. They're always lonely and depressed. The nuisance callers don't really care about Hotline, cause they call every phone service in town. I feel "put down" when somebody "hangs-up" on me."

Nuisance and crank calls can be conceived of in the following way:

THE PHONE CALL

Elements of the Call	Legitimacy of the Call	
	Legitimate	Illegitimate
Person	I am hurting I have a crisis	Not real hurting (repeater)
Content	I have a real problem	Not real problem (crank)

See Beliefs and Values Checklists, page 52.

See Baizerman's, "The Call: Some Foci for Research and Practice" in Bibliography, page 469.

NOTE THIS:

From this viewpoint, for each element of the call, there is a commonly used Hotline word for what is "illegitimate." There are social norms which define the legitimate and the illegitimate. These social norms can be learned and related to the basic problem-service model, above. In addition, it seems that the listener "can tell off" callers who are repeaters or cranks. It may be that these types of callers function as "tension releases" for the listeners who work in a firestation atmosphere characterized by no division of labor (anyone must be able to handle any call), anticipation of the call, and tension. It may be that "repeaters" are, in a sense, encouraged by listeners by the process of supporting them when they call at first and then subsequently reinforcing their calling by continuing to support them. That is, a repeater may be seen as a person in the social role of repeater.

Some calls are labeled "crank" by listeners. This seems to be a quality of the content of the call. It is likely that there are program social norms which define what calls are coded and responded to as crank. It may be also that some of these calls are redirected "crank and/or obscene" calls which were heretofore placed to ordinary telephone users. We have some data for the Twin Cities which suggest that the incidence rate of reported calls of this type has dropped in the last several years. This drop may be due to the Hotlines in Minneapolis and St. Paul in that these programs may now receive these calls.

In monitoring the Hotline service and activities, it is important to consider the nuisance calls as part of the program, because they:

* take time
* can decrease the motivation and work satisfaction of the listener
* are annoying
* are sometimes cover-ups for really serious problems.

It may not be necessary to fill-out an entire call sheet on the nuisance calls, but instead to use a weekly log to tabulate them and provide space for listeners to ventilate frustration

and provide comments.

See Nuisance Record Sheet

RECORD OF "NUISANCE" CALLS

Attention Hotline Listeners!

We would like to again begin monitoring the various types of "nuisance" or non-substantive calls coming into the Hotline. We would appreciate your recording each call considered by you to be "inappropriate" or bothersome. Please, simply tally each call under the appropriate category for type of call and the particular day of the week when it occurred. Feel free to jot down any remarks or comments regarding the call or the topic of "irritating nuisance" calls on the bottom of the sheet. Thanks.

	Type of Call				
Definition:	- 1 - HANG-UP immediately after Hello Hotline...	- 2 - HANG-UP after prolonged silence	- 3 - WRONG NO. caller says: sorry wrong #	- 4 - GAGS-GOOFS Joker - Crank, etc.	- 5 - OTHER
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					
SUNDAY					

DEFINITIONS OF SOME OTHER TYPES OF NUISANCE CALLS:

1) Repeater - Frequent calls without evidence of much growth or movement to solve problems.
2) Obscene - Express purpose of sexual arousal; masturbation; implicit or explicit sexual propositions.
3) Put-on's - Caller presents a fabricated problem or personal misrepresentation.

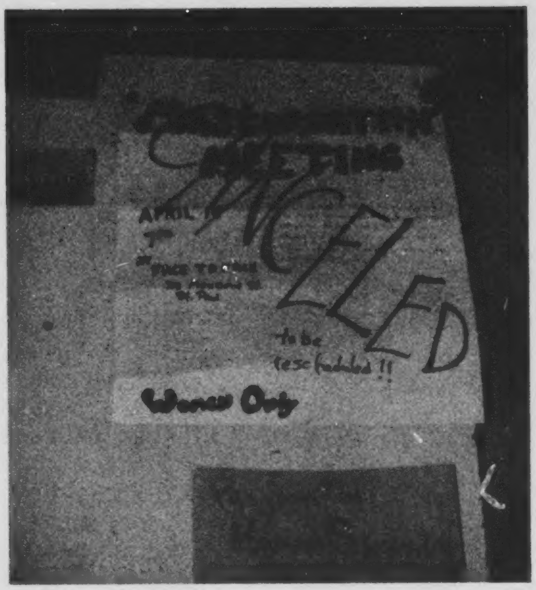
COMMENTS AND REMARKS:

Also Hotliners must keep in mind that people can change, even though who are annoying and bothersome!

A letter from a reformed Chronic Caller!

Thank You YES Volunteers

"Five or six years ago when Y.E.S. started, I was one of their chronic callers. In fact, when they went to 24-hour service, I would sometimes call in on every shift. When I called in, I was just about always bombed out on pills and/or threatening suicide. I was very depressed, lonely, resentful, and not willing to do anything suggested, but only pay lip service to it. Now I am in my last year at St. Mary's Junior College in Special Education and on a task force trying to get mental health services for the mentally retarded, along with being involved in the follow-up program at St. Mary's Hospital after having gone through treatment there, and a little volunteer work. What has made the difference? Would you believe, people! And it started with People like you answering the phones at Y.E.S. just being there to talk to despite the fact that some did flatly refuse to talk to me. But most of them did, and some times got very angry at me and rightfully so. A couple of them did become contacts after I finally quit calling so often and quit playing my "Psych unit game" of which I ended up at Anoka State Hospital. This did not cure me either for it was early in 1972 that someone from Y.E.S. (a C.I.T.) was sent out to my place (on a very suicidal night) and someone from St. Mary's got me into their newly-opened detox center where I met a great doctor, so I am not doctor-hopping any longer and after being on a long dry drunk I went through treatment. Still have contact with the man who came out that night and one other man I was referred to. Unfortunately, I lost contact with the phone answering people. In closing, I would like to highly encourage you all to hang in there despite the frustration of feeling you are not getting anywheres, for someday they may be writing an article like this which you could read also. Many thanks to you for your dedication, Hazel."



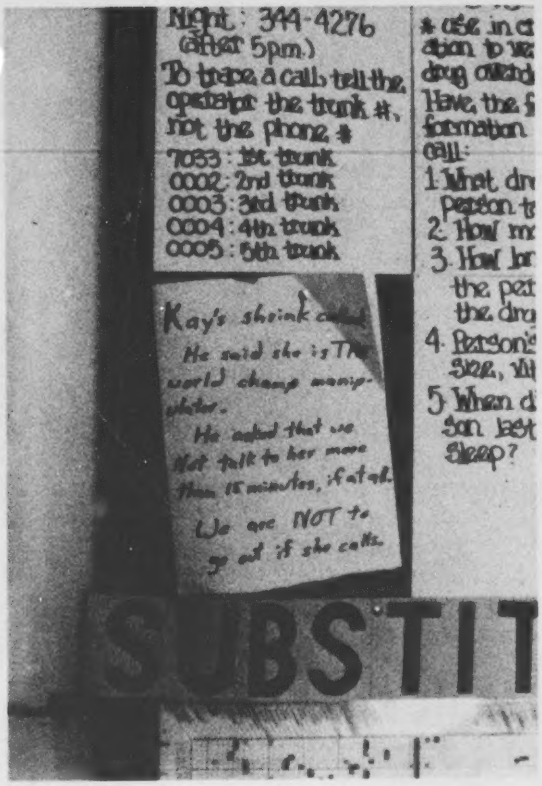
MEETING

APRIL

CANCELLED

to be rescheduled !!

Women Only



Night : 344-4276
(after 5pm.)
To trace a call, tell the operator the trunk #, not the phone #
7033 : 1st trunk
0002 : 2nd trunk
0003 : 3rd trunk
0004 : 4th trunk
0005 : 5th trunk

Kay's shrink called
He said she is The world champ manipulator.
He asked that we Not talk to her more than 15 minutes, if at all.
We are NOT to go out if she calls.

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call:
1. What dr
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sleep?

SUBSTIT

NORTH SHORE HOT LINE

PLEASE HEAR WHAT I'M NOT SAYING

(AUTHOR UNKNOWN)

Don't be fooled by me. Don;t be fooled by the face I wear.
For I wear a mask, I wear a thousand masks, masks that I'm afraid
to take off, and none of them are me.
Pretending is an art that's second nature to me, but don't be
fooled, for God's sake, don't be fooled.
I give you the impression that I am secure, that all is sunny
and unruffled with me, within as well as without, that
confidence is my name and coolness my game, that the water's
calm and I'm in command, and that I need no one.
But don't believe me. Please.
My surface may be smooth, but my surface is my mask, my varying
and ever-concealing mask.
Beneath lies no smugness, no complacence. Beneath it dwells the
real me, in confusion and fear, in aloneness, but I hide
this, I don't want anybody to know it.
That's why I frantically create a mask to hide behind, a
nonchalant, sophisticated facade, to help me pretend, to shield
me from the glance that knows.
But such a glance is precisely my salvation, my only salvation.
And I know it, that if it's followed by acceptance, if it is
followed by love - it's the only thing that can liberate me,
from myself, from my own self-built prison walls, from the
barriers that I so painstakingly erected.
It's the only thing that will assure me of what I can't assure
myself - that I'm really worth something.
But I don't tell you this; I don't dare. I'm afraid to.
I'm afraid that your glance will not be followed by love.
I'm afraid that you'll think less of me, that you'll laugh.
And your laugh would kill me.
I'm afraid that deep down I'm nothing, that I'm just no
good, and that you will see this and reject me.
So I play my game, with a facade of assurance without,
and a trembling child within.
And so begins the parade of masks, the glittering but
empty parade of masks, and my life becomes a front.
I idly chatter to you in the suave tones of surface
talk. I tell you everything that's really
nothing, and nothing of what's everything, of what's
crying within me.

Continued Over

Alternative Youth Service Assn.
of New York State
Town Hall, 220 Plandome Road
MANHASSET, NEW YORK 11030

Continued-Page 2

So, when I'm going through my routine, please don't be fooled by
what I'm saying --- Please listen carefully, and try to hear
what I'm not saying, and what I'd like to be able to say,
what for survival I need to say, but what I can't say.
Honestly, I dislike the superficial game I'm playing, the superficial phony game; I'd really like to be genuine and
spontaneous and me - - - but you've got to help me.
You've got to hold out your hand, even when that's the last thing
I seem to want or need.
Only you can wipe away from my eyes the blank stare of the breathing dead. Only you can call me into aliveness.
Each time you're kind, and gentle, and encouraging, each time
you try to understand because you really care, my heart
begins to grow wings --- small wings, very feeble wings,
but wings.
With your sensitivity and sympathy, and your power of understanding, you can breathe life into me, I want you to know that.
I want you to know how important you are to me, how you can be a
creator of the person that is me if you choose to.
Please choose to.
You alone can break down the wall behind which I tremble, you
alone can remove my mask, you alone can release me from my
shadow world of panic and uncertainty from my lonely prison.
So do not pass me by. Please, don't pass me by.
It will not be easy for you.
A long conviction of worthless builds strong walls. The nearer
you approach to me, the blinder I may strike back.
It's irrational, but despite what the book says about man, I
am irrational. I fight against the very thing I cry for.
But I am told that love is stronger than strong walls.
In this lies my hope. My only hope.
Please try to beat down these walls with firm hands, but
with gentle hands, for a child is very sensitive.

Who am I, you may wonder.
I am someone you know very well.
I am every man you meet.
I am every woman you meet.

Copy provided by "Open Door," Box 25366, Portland, Ore.
from Ecumenical Ministries of Oregon; KGW, Portland.

COMMUNICATION PROCESS AND THE HELPING RELATIONSHIP

Jim Kertson, Director of YES*

The Nature of a Helping Relationship

So what is the nature of a helping relationship? Answering the question: "What kind of person would I turn to in a crisis?" usually finds the answerer describing a person who is: 1) empathetic; 2) accepting; 3) real.

1) Accurate empathy involves more than just the ability of the phone volunteer to sense the caller's "private world" as if it were his own. Accurate empathy involves both the listener's sensitivity to the current feelings of the caller and his ability to communicate his understanding to the caller.

To convey empathy to a caller, to let him know that you're on his wavelength, listen carefully to the voice tone or mood of the caller and respond to him with a statement that tells him you sense how he's feeling. It is important to state how you sense he's feeling, and not to ask him, "How do you feel?" A question would indicate that you had no idea how he felt and therefore couldn't have been listening very well to what he said and how he said it. Even if your statement of your perception of the caller's feelings is only partially right, the caller will realize that at least some real communication is occurring. Here's an example: If a caller were asked how he was doing and he answered in a low monotone, "oh...fine...I guess." an empathetic response could be something like, "It really doesn't sound to me like you're doing that well." This response, if it's accurate, lets the caller know that the YES person is sensitive to where the caller is at, that his essential feeling was heard (even though the caller verbalized that he was "fine,") and that it's OK to get beyond the social "How are you?"--"Fine"--"That's good." routine, and share unpleasant feelings with the YES person. It's also helpful to comment on the tone of the caller's voice or the vibrations between you, like: "I feel a lot of tension in your voice." or "I sense a kind of nervousness between us when there's silence."

It isn't necessary that the listener share the caller's feelings, all that's needed is an appreciation of those feelings. A listener who understands how people feel in different situations and who is aware of his own feelings, can sense feelings and moods that the caller himself may be only vaguely aware of. An example of this deeper empathy might be: A caller has mentioned that he just got home from a trip to find that his girlfriend had split without leaving a note or anything. He says this in a rather flat, dull tone and then says, "...and now I'm just here by myself, not knowing what to do." An aware listener might respond, "Kinda confused, huh. I imagine you're kinda hurt, too." Or, "Sounds like you're really at a loss. Probably resent her for taking off like that, too." In these examples the caller didn't actually say he was hurt or resentful, but a sensitive listener could assume that these feelings would be present, even if the caller himself hasn't identified them yet. Such responses not only demonstrate listener sensitivity (which promotes openness) but also helps the caller to get his own feelings clarified.

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*at time this was written, 1974

When you hear conflicting or contrasting feelings in the caller (and these are often present), let the caller know that you hear both or all of the feelings. It's not unusual, for example, for a caller to feel both excited and worried about a sexual relationship. You might respond to these feelings by saying something like, "I hear a couple of things: you're turned on by John but you're also wondering a little about your relationship with him." Often callers are so caught up in their problem that merely clarifying their clashing feelings reduces their confusion and allows them to deal with the situation. Often the feeling which is only barely expressed is the most significant one. YES callers seldom have their conflicts settled when they call, so it's wise to assume that the caller has conflicting feelings, even if only one is being expressed.

2) Acceptance involves not putting conditions or limits on the caller's experiences. It involves valuing (caring about) the caller as a person, separate from his behavior or thoughts. It is possible to evaluate the behavior or thoughts of a caller and still convey acceptance to him. This kind of evaluation should be done to see if the behavior and thoughts are in the best interest of the caller. The caller should be asked if he wants this kind of feedback from the YES person, and if so, it should be given in a warm, concerned tone. It is very difficult to do this with insecure or self-doubting persons, as they tend to hear any 'criticism' or evaluation as a put down. Acceptance also means allowing a caller to be defensive, obnoxious, manipulating, etc. without putting him down because his behavior upsets the listener. If his behavior becomes a problem for the listener then the listener must take responsibility for his own feelings, saying something like, "I'm feeling cut off from you and that bothers me." rather than, "You're so obnoxious that we can't even communicate." The fact that being "cut off...bothers me," show that the YES person cares for the caller and wants to get in real communication with him.

There are a number of ways in which acceptance is not shown, or a caller can feel rejected. Statements by the YES person such as, "But don't you think that..." or "But do you really think you should be so upset?" convey that what the caller thinks and feels isn't appropriate (is not accepted). Another way of not showing acceptance is to ask questions which pre-determine the answers. This fits and molds the caller into the YES person's frame of reference. A question like, "How long have you been going with your boyfriend?" in response to a worried girl is an inappropriate response because it limits the caller to expressing herself in terms of the length of time of the relationship. Asking questions in this way (close-ended) is a subtle way of not taking the caller seriously and forcing her into preconceived molds. For example, the listener may assume, based on his own experiences, that a short length-of-time answer indicates that the relationship isn't very insignificant. Therefore, if the girl answers his question with a short period of time, the listener may feel that the girl shouldn't take a threatened break-up seriously. A more helpful manner of asking questions is to ask them in such a way that the caller is given wide latitude for his answer (open-ended). The caller, in this example, might be asked, "Could you tell me about your relationship with your guy, and how you feel about it?" This allows the caller to express whatever she feels is important for her in the relationship--perhaps time isn't significant at all but that this is the first guy she ever really trusted and felt close to, and naturally she doesn't want to lose him.

Another subtle way of not accepting the caller is to feedback only one feeling where two are obviously there. An example would be to say to a girl who digs sleeping with her guy but has some guilt about it, "Hey you really sound guilty about this." without mentioning that you hear her pleasure as well (a kind of moralizing). A better way to show acceptance to her would be to say, "It sounds like a really good thing for the most part, but you're a little bothered by it."

Referring a caller too quickly can also come across as rejection (YES doesn't want to talk with me). Even though a call will obviously have to involve a referral, taking your time about it and letting the caller share something of himself will allow him to feel accepted and also raise the chances that he'll actually follow up on your referral suggestion.

Underlying all of these acceptance methods is the importance of voice tone. Being warm, friendly, patient, serious, etc. gets across that the caller is accepted. Irritation, shortness, sing-songiness and exasperation do just the opposite.

3) Being real, or being yourself, is probably the most important quality for a person to have when trying to establish a meaningful relationship with another. Being oneself should be simple, yet due to our fears and insecurities we present fronts which we hope will be acceptable. Most of us have felt, at one time or another, "If you knew what I was really like, you really wouldn't like me." Ironically, being oneself, being uniquely you, is an attractive attribute in a society which is generally phony. In addition to the personal liberation of being openly what you are on the inside, being real with another person makes it much easier for them to be open and honest with you--and thus lets them in on the liberation.

Realness over the phones means that the YES person is freely and deeply himself. This realness doesn't mean that the listener must constantly be expressing his feelings to the caller but only that he does not deny them and will express them when he senses it's appropriate. While being open with your own feelings will help the caller open up, too much self-disclosure on the part of the listener may take the focus on the call away from the caller (a not-too-subtle form of rejection). Thus, the YES person may be actively empathizing with, interpreting or clarifying the feelings and thoughts of the caller, but the YES person should do this in a way consistent and congruent with his own inner feelings. It isn't necessary for the listener to disclose his total self, only that whatever does show is a real aspect of the listener and not a role.

Not only does being real--honest--open build trust and help the caller to be open, but it also helps the YES person by some troublesome blocks to communication. Actually, being dishonest can be a way of not caring about the caller. For example, if the caller is staying on the trivial level and asks, "Isn't this boring you?" (sensing, probably accurately, that it is) and the listener answers "Oh no, go ahead, I'm interested," then the caller is sort of trapped on the trivial level, reinforced by the listener who is "interested." Often in situations like this the caller has something else on his mind that he'd like to deal with, but he finds it difficult to get into and so he stays with safe trivia. If the listener doesn't have the guts to share his own feelings of boredom, then the caller might never break out of trivia and share where he's really at: both persons continue to play games and miss each other.

When a YES person admits (without being defensive or aggressive about it) his feelings, the caller knows that he's not dealing with a phony but with a person who is free enough to be himself. The YES person is saying, in effect, I'll bring out and deal openly with my own feelings just as I welcome you to do the same with yours." Thus allowing feelings (positive and negative) to surface and accepting them as valid is not just a technique to use on callers, but rather a manner of being for YES people. Openness, non-defensiveness, gut-level sharing, etc. are never fully realized, however, and about all we can expect of ourselves is to stretch in that direction. Our early learning and life experiences often convinced us that being truly what we are is risky (you really wouldn't like me). You may find yourself saying. "I'd like to tell you more about me but right now I'd better stop, I'm scared to open up any more."

Quite often the process between the caller and the listener is similar to interactions the caller has with other people he comes into contact with. Since so many YES callers are having trouble establishing or maintaining satisfactory relationships in their own lives, the feedback the listener gives on how he feels when relating to the caller usually provides clues to the caller about his relationships in general. Here again, the YES person's willingness to say frankly where he's at with the caller allows the caller to deal with something of substance--how he affects other people in relationships. An example might be a guy who always wants to talk to a girl and masturbates while talking to her. While it would be uncool to say, "You shouldn't be doing that," or "Don't you know that's dirty." (judging, moralizing); it would be good for the listener to say, if she felt that way, "Hey, I'm really uptight and feeling just--used, like an object or something." Feedback of this sort might well lead into a discussion of how the caller relates to other women: Does he treat them as objects? Are they turned off? Is he usually rejected? If the YES person felt good relating to him during some parts of the call, she might mention the contrast in her own feelings, "Earlier I was feeling really close to you, but now I'm really backing away." The good parts of the call might provide insight for the caller into how he relates well with women.

When a caller seems to be hanging on to a listener, or constantly asking the listener what he should do, or regularly calls the same person (repeats), a dependency has begun to develop (probably with both parties). The listener's initial feelings are usually pleasurable, a sense of achievement. Often, however, this good feeling for the caller and their relationship begins to sour for the listener. He may begin to dread a call, find himself making excuses to hang up quickly, and generally feel trapped. Just being honest with the caller about where the listener is at will usually clear up the listener's problem (feeling trapped) and give the caller an idea of why, possibly, after getting close to so many people they seem to run away from him. Again, the process between the two people on the phone may give insight to the caller on his other relationships. Feedback, if given tactfully and accurately, probably will not break the relationship. A listener could say, "Most of the time as we talk I feel at ease, but I get nervous and anxious when I feel you want me to give you answers." Or, "I guess I'm not ready for this close a relationship right now."

Likewise, instead of being defensive or lying when hustled over the phone, try honesty as an answer, "Well frankly I'm flattered, but I don't feel like I want to meet you." "You know, for some reason I'm very uncomfortable right now." A final example of honesty is saying, when it's time to hang up (and you'll feel it), "I don't know how you're feeling but I'm ready to end our conversation." Or, "I feel good about what we've shared tonight but I sense we're starting to drift, I guess it's time to quit." If the vibes between two people have been good, it's natural for the caller (and perhaps the listener, too) to want to hang on instead of hanging up. Hanging on instead of admitting that the call has run its course only serves to dilute the good vibes that were there and risks allowing the call to slip into trivia and boredom.

*YES - Youth Emergency Service, Minneapolis, Minnesota, 24-hour hotline.

These actual forms were given to us
by a local hotline

Listening For Feelings

example:	caller is feeling
I just found out I'm pregnant, Ireally don't know what to do.	scared, confused, alone (angry) (secondary feelings) (worthldss)

He is really inconsiderate!
I can't live with him anymore,
I've decided to leave him.

I don't think she really cares,
at least it doesn't seem like it.

I can't understand them, they
never give me any freedom!!

Nobody likes me, I don't have any
friends, it's really awful.

I sure would like to go out with
her, but I couldn't call her.

I keep getting strung out on
speed, and I can't quit.

I just broke up with my girl and
I needed to talk to someone.

I just found out my boyfriend has
been sleeping with other women.

I really like him and I want a goo
good solid relationship with him
but I can't figure out if I should
sleep with him.

I can't tell him I don't care
anymore, it would kill him.

Most of the time I feel like
everyone is better than me.

I'm so tired of being broke and
not being able to find a job

I think I'm going nuts. I'm
really attracted to the other
guys in my dorm.

I just split from my parents
place. Do you know where I can
crash for awhile?

My wife seems really bored when
we get it on.

My boss is just not dealing
straight with me. Twice he gave
others prommotions and didn't
even talk to me.

I think I might have VD, how do
I tell?

I just got fired from my job and
I think it was because they found
out I'm gay.

I'm really sick of living, I
want to die.

Will masturbation hurt you?

My kids never listen to me, they
seem to ignore everything I say.

Types of Ineffective Responses

These are ineffective to the extent that they don't say what I think and feel, and they tend to close off open and honest communication.

1. Ordering, threatening, warning (You must.. If you don't..) This response can produce fear or resistance, a win/lose relationship, feelings of rejection or humiliation.
2. Preaching, Moralizing (You should.. Being happy means..) This response uses guilt to influence the other person and can produce fear, resistance, low self esteem (I really must be bad because I never measure up) "Look on the brighter side.."
3. Interpreting, Offering Insights, and suggestions (What you really mean.. You are into a...) This response can give the impression that the speaker presumes to know the caller better than he knows himself, producing feelings of confusion, inferiority, not being understood at all
4. Reasoning, Arguing, persuading (The facts are... You're wrong because..) This response can produce defensivdness, a win/lose relationship. The caller may even feel worse (inferior) when losing an argument on how the they are handling their life. (also helpless)
5. Providing Answers or solutions (Why don't you.. I think it best you..) Advice is not always what a person wants, even when they ask for it. It can strengthen the feeling " I cant do anything, I am dumb, weak", fostering feelings of inferiority or resistance. Or, advice can be used to escape personal responsibility: "It was your idea and see, it didn"t work!". m
6. Questioning, Probing (Why.. Where..) This response can give the impression of a prosecuting attorney rather than someone who is concerned. It may obtain information needed but can give the impression of distrust, wanting a full account, preparing to solve the problem., It can prevent the other person from sharing their thoughts and feelings because they have to conform to a set of questions, it directs the call.
7. Blaming Criticizing (Why do you always.. You're lazy. you, you you you) This response can communicate that I really don't have much respect for you as a person, producing feelings of inferiority, or worthlessness The reaction can be resistance of withdrawal.
8. Praising (I think you're farout... You seem to have it together..) This response can, in subtle ways, produce the opposite of the desired effects, especially when the persons self-concept is very low. Praise instead of building the other person up can imply: "There is a standard that I've got to meet", "I'm OK now but how am I going to stay here".
9. Reassuring (it's not really that bad.. Don't worry, it will be OK..) Like praising, it's effect sometimes is not the one intended. The reaction may be one of "they really don't understand.. " If they cared they would realize how bad it is".
10. Sarcasm, Kidding, Teasing (You think you've got a problemm..Oh all you faggots are alike..haha) This response can deeply hurt and humiliate another person producing anger and restance or withdrawl into themselves This is especially true when the response is a disguised form of hostility. This can be an indirect way of dealing with anger and a very direct way of not owning your own feelings.
11. Avoiding Digressing- (That reminds me of.. Oh you need a referral..) This response can give the impression that I don't really want to understand or listen, producing a feeling of rejection. When a referral is needed, giving it too quickly before the problem is talked out may give the feeling of being a number or a problem rather than a person.
12. Labeling (Sounds like you're passive aggressive.. gay.. a problem..) This response tends to make someone less than human (a problem). z producing feelings of inferiority, resistance, anger.

Ineffective Responses
Worksheet

example:
caller-I just split on my girl,
we had a fight.
response-Why did you do that?

this was an ineffective response because of:

questioning, probing

1. c-I can't stand this anymore!
res- sure you can, it's not that bad.

2. c- I can't tell my parents about this.
res- you should tell them, it will be better if you do.

3.c- my relationships are all fucked!
res- Whose aren't?

4 .c- I've always wanted to sleep with my brother.
res.- Sounds like you have a problem, there's a place I can refer you to.

5. c- I can't tell him I don't care anymore- it would kill him.
res- To be straight with yourself should be more important.

6.c- I keep flunking my classes- I can't seem to study.
res. can't get off your ass and do something, huh?

7.c-Dressing up in womens clothing really turns me on.
res.I think you should talk to the people at the SAR program at the U.

8.c-I'm so confused, I don't know if I should sleep with him or not.
res. Why are you so concerned about this?

9. Man, I've really been down lately.
res. Maybe it's because you haven"t been taking care of yourself.

10.c- I can never get any of the boys in my class to like me.
res.- That will get easier the older you get.

11.c-I don't think my parents care about me.
res. Oh I'm sure they do, maybd you are not seeing it right.

12.c- My lover and I can't seem to talk anymore.
res. What do you think is happening?

13. I keep getting strung out on speed- I cant seem to quit.
res. That stuff is going to kill you if you don't quit.

14. I'm really confused, I find myself attracted to both men and women.
res.Lots of people are bisexual.

Listening For Feelings Key

(how does your responses compare?)
(there are no hard and fast right answers)

1. angry,frustrated (relieved, scared)
2. hurt, self-pity (self-hate, angry)
3. angry, frustrated (powerless, insignificant)(resentment)
4. lonely, worthless (self-pity, angry, unlovable)
5. afraid, excited (self-doubt, anxiety)
6. out of control, afraid(weak, self-hate)
7. depressed, hurt (lonely, angry, self-pity)
8. angry, hurt (self-doubt, self-pity)
9. anxious, excited (self-doubt)
10. afraid, anxious (self-doubt)(guilt)
11. worthless, depressed (self-pity,lonely)(angry)
12. depressed, powerless (self-doubt, angry)
13. afraid, excited (self-hate, lonely)(anxious)
14. scared, anxious (angry, alone)
15. worthless, hurt (angry, lonely, self-doubt)
16. angry, resentment (self-doubt, worthless)
17. afraid, anxious (angry)
18. angry,resentment (hurt)
19. depressed, self-pity (angry, alone, worthless)
20. afraid, guilty
21. hurt, angry (self-doubt, frustrated)

THERE ARE NO GOOD OR BAD FEELINGS- JUST FEELINGS

Ineffective Response Key

1. praising reassuring, avoiding
2. giving advice, preaching
3. sarcasm, avoiding
4. labeling, avoiding
5. moralizing, preaching,
6. criticizing
7. avoiding, labeling
8. questioning
9. interpreting, finding solutions
10. offering insights, preaching, avoiding
11. arguing, reassuring, criticizing
12. questioning
13. threatening, persuading
14. labeling

DEAL WITH THE PEOPLE AND THEIR FEELINGS FIRST, THEN THEIR SITUATION

Listening For Feelings Key
(how does your responses compare?)
(there are no hard and fast right
answers)

1. angry,frustrated (relieved, scared)
2. hurt, self-pity (self-hate, angry)
3. angry, frustrated (powerless, insignificant)(resentment)
4. lonely, worthless (self-pity, angry, unlovable)
5. afraid, excited (self-doubt, anxiety)
6. out of control, afraid(weak, self-hate)
7. depressed, hurt (lonely, angry, self-pity)
8. angry, hurt (self-doubt, self-pity)
9. anxious, excited (self-doubt)
10.afraid, anxious (self-doubt)(guilt)
11.worthless, depressed (self-pity,lonely)(angry)
12.depressed, powerless (self-doubt, angry)
13.afraid, excited (self-hate, lonely)(anxious)
14.scared, anxious (angry, alone)
15.worthless, hurt (angry, lonely, self-doubt)
16.angry, resentment (self-doubt, worthless)
17.afraid, anxious (angry)
18.angry,resentment (hurt)
19.depressed, self-pity (angry, alone, worthless)
20.afraid, guilty
21.hurt, angry (self-doubt, frustrated)

THERE ARE NO GOOD OR BAD FEELINGS- JUST FEELINGS

Ineffective Response Key

1. praising reassuring, avoiding
2. giving advice, preaching
3. sarcasm, avoiding
4. labeling, avoiding
5. moralizing, preaching,
6. criticizing
7. avoiding, labeling
8. questioning
9. interpreting, finding solutions
10.offering insights, preaching, avoiding
11.arguing, reassuring, criticizing
12.questioning
13.threatening, persuading
14.labeling

DEAL WITH THE PEOPLE AND THEIR FEELINGS FIRST, THEN THEIR SITUATION

From the fear you get when you walk in the door,
to the relief that comes with going,
To answer the phones in the Hot Line room
is a job that's well worth doing.

The folks who call are why we're here
so we talk to them one and all.
We listen to their joys and fears
and while they laugh or bawl.

They call for help, both young and old,
with problems great and small.
From birth to death and all between,
from crabs to a broken doll.

We're always home come rain or shine,
all thru the day and night,
But it's calls that come at 3 a.m.
that give the biggest fright.

By the time you've gotten your wits aroused
and stifled more than one yawn,
You've learned that someone's still wide awake
and intends to talk until dawn!

P. Raudenbush 1975
Fredericksburg, Va.

ANOTHER APPROACH TO EVALUATING THE CALL

The American Institutes for Research (AIR) studies of Hotline effectiveness were funded by N.I.M.H.

In short, the study was an attempt to correlate, i.e., to place against each other, significant statements made by callers and listeners. The listener scored the call on several dimensions and then gave an overall rating to the whole call. You can see the dimensions on the photocopies of the form used on the next page, e.g., "acceptance, respect,...accurate empathy." The specific dimensions used were developed from the work of two authors in counseling psychology.

A recorder who listened in with the caller's approval also scored the call.

See Truax and Carkhuff in Bibliography.

The forms used to code the call are worth noting. The listener had a large laminated chart containing all the components of a call along with the code numbers. On the chart was placed a "data sheet" which the listener used to code the call. This sheet was designed to be read by a computer, which would then store the data:

See next page for example.

10	11	12
☐	☐	☐

13	14	15	16
☐	☐	☐	☐

17	18	19	20
☐	☐	☐	☐
21	22	23	24
☐	☐	☐	☐

25
☐

26	27	28	29
☐	☐	☐	☐

30	31	32
☐	☐	☐

33	34	35
☐	☐	☐
36	37	38
☐	☐	☐

39	40	41
☐	☐	☐
42	43	
☐	☐	

44	45	
☐	☐	
46	47	48
☐	☐	☐

49	50
☐	☐
51	52
☐	☐
53	
☐	
54	55
☐	☐
56	
☐	
57	58
☐	☐

1
☐

2
☐

3
☐

4
☐

5	6	7	8
☐	☐	☐	☐

59	60
☐	☐
	61
	☐

	0	1	2	3	4	5	6	7	8	9
0	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

AGE OF CALLER

11 and under	12-14	15-17	18-20	21-25	over 25
☐	☐	☐	☐	☐	☐
116	117	118	119	120	121

62	63	64
☐	☐	☐
65	66	67
☐	☐	☐

68	69	70
☐	☐	☐
71	72	73
☐	☐	☐

Operator Name

Date

74	75	76	77
☐	☐	☐	☐
78	79	80	81
☐	☐	☐	☐

Time call ended ____________

Time call began ____________

82	83	84	85
☐	☐	☐	☐
86	87	88	89
☐	☐	☐	☐

0	1	2	3	4	5	6	7	8	9
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

LENGTH OF CALL

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
0	1	2	3	4	5	6	7	8	9

HOT LINE
DATA CODE SHEET

Comments

90	92	91	93	94	95
☐	☐	☐	☐	☐	☐
	96	97	98	99	100
	☐	☐	☐	☐	☐
	101	102	103	104	105
	☐	☐	☐	☐	☐

106	107	108	109
☐	☐	☐	☐

110	111	112
☐	☐	☐
113	114	115
☐	☐	☐

The information collected in this way could be used in training listeners and in determining if the caller "improved" by the time the call was completed.

This very brief abstract of the AIR study and its methods is incomplete and does not give you a sense of the rich data which were collected, analyzed and used in training and for evaluation. However, we did want you to know that some people had been working on evaluating the call and had used sophisticated, yet practical means of information collection and analysis. Examples of some of the forms follow.

From Institute for
Assistance to Crisis
Intervention Centers,
A.I.R. Kensington, Md.

HOTLINE CALLER RECORDING FORM

C1 UNDER CONTROL?	C2 MOOD?	C3 RESPONSE TO OPERATOR?	C4 SELF-ESTEEM	C5 WILL HE SOLVE THE PROBLEM(s)?	C6 DOES HE ACCEPT RESPONSIBILITY FOR CAUSING PROBLEM?	C7 UNDERSTANDING OF PROBLEM(s)?	C8 AWARE OF HIS OWN FEELINGS?	C9 AWARE OF FEELINGS OF IMPORTANT OTHERS?	C10 SPONTANEITY	C11 ACCEPTANCE OF CALL-BACK OR FREE CLINIC?	C12 SATISFACTION WITH CALL?	C13 HOW CLOSE TO SOLUTION OF PROBLEM?	C14 SELF-CONFIDENCE ABOUT PROBLEM?	C15 INTROVERT/ EXTROVERT
Calm	Happy	Warm, friendly	High self-esteem	Accepts responsibility for solving problem	Accepts responsibility for causing problem	Understands problem	In touch, a lot of self-insight	Sensitive, very aware of other's feelings	Spontaneous	Commits self to call-back or free clinic	Grateful, satisfied with call	Explicitely states actions he will take to handle problem	More self-confident about dealing with problem	Introvert
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Agitated "hyper"	Depressed	Cold, hostile	Low self-esteem	Feels helpless about problem	Rejects responsibility for causing problem	Confused about problem	Out of touch, no self-insight	Mechanical, oblivious to other's feelings	Responds only when questioned	Rejects call-back or free clinic	Bitter that he wasn't helped enough	Makes no decision as to how he will handle problem	Less self-confident about dealing with problem	Extrovert

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

HOTLINE OPERATOR RECORDING FORM

01 ACCEPTANCE	02 RESPECT	03 CONCRETENESS	04 CONFRONTATION	05 INVOLVEMENT	06 SPONTANEITY	07 SELF-DISCLOSURE	08 ACCURATE EMPATHY
warm, shows concern	shows respect for caller	talks in concrete, specific terms	confronts caller with issues he doesn't want to face	sincere, involved	spontaneous	open, freely volunteers personal information	understands what caller is feeling
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9
cold, mechanical	talks 'down' to caller	talks in abstract, intellectual terms	allows caller to avoid issues	superficial, detached	calculated, hesitant	closed, keeps conversation away from himself	confused about what caller is feeling

1		1 2 3 4 5 6 7 8
2		1 2 3 4 5 6 7 8
3		1 2 3 4 5 6 7 8
4		1 2 3 4 5 6 7 8
5		1 2 3 4 5 6 7 8
6		1 2 3 4 5 6 7 8
7		1 2 3 4 5 6 7 8
8		1 2 3 4 5 6 7 8
9		1 2 3 4 5 6 7 8

"Wrong Number, Sorry"

I have a telephone number at the university which is one digit different than the number for a large, important university office. I get 2-3 calls a day intended for that number. I get 3-4 calls a week because the caller forgot to dial "9" first, i.e., to get "outside" the university switchboard.

All this is a common occurence.

Some Hotlines record wrong # calls. Do you?

Crank and Obscene Calls

A brief, informal study of the number of reported crank and obscene calls in the Minneapolis-St. Paul area showed that the number of these calls increased over the last few years, but that the rate of these calls decreased.

It may be that Hotline publicity (along with other things) contributed to these findings. It may be that Hotlines have not contributed to the "creation" of these calls; but instead, have created a way to serve this large population who were generally not known about.

This is another issue which could be used to document a Hotline's service to the "community."

INTERNAL AND EXTERNAL COMPARISONS

Purpose:

To introduce the idea of "comparisons" so that you can return to this page to refresh yourself while you are using the SEM.

Someone said that the essence of the scientific method is comparison. The same could be said about program monitoring and evaluation. The key question is, "compare what to what?"

In the SEM, you are asked to compare your current information about something to your past information about the same (or similar) thing. For example, current number of phone calls compared to past number of phone calls.

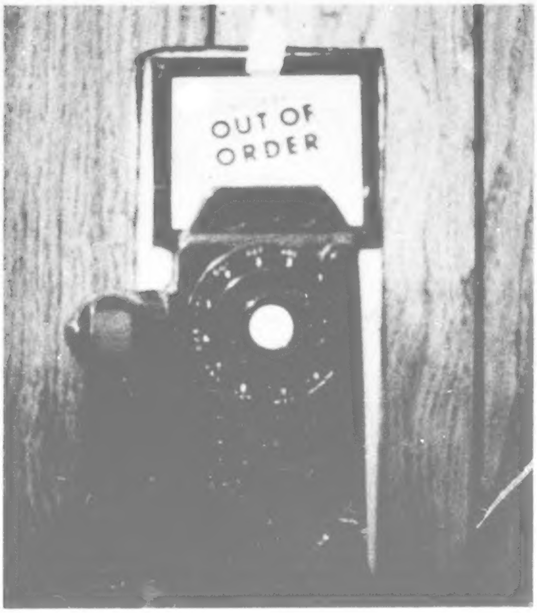
Almost all of the comparisons suggested in the SEM are internal--comparing X to Y within the program.

External comparisons are possible too, and some have been suggested. Examples are: what you think about your program compared to what others think about your program; number who are referred to agency compared to the number who actually arrive at agency X, etc.

Another kind of external comparison is to compare your program (or parts of it) to other, similar programs (or program parts). These other programs could be in your city or even in another city. Or it could be the hotline service of a crisis program compared to a hotline program, etc.

Here, we only introduce the idea of comparing your program to other programs. If you want to do this, you might figure it out yourself, get a consultant or consult a social science research book.

Phone
quiet
zone



PART VII

INFORMATION FORMS AND COMPUTERS

Purpose: To sensitize you to some ways to evaluate your forms, some approaches to learning why forms are not completed, some alternate designs of forms; and uses of the "hand" and electronic computer.

Chapter: **Page:**

41. Information Forms 350
42. Using The Computer 382

INFORMATION FORMS

Purpose:

To introduce the notion that information collection forms can be evaluated and that useful and simple forms can be created.

Information forms are necessary!

Words

- call sheet
- forms
- data form
- numbers
- statistics
- client sheet
- intake sheet
- face sheet

Questions

Why have information forms?

Who uses the information?

An Uncommon Saying

"Heaven is knowing what is really going on." (YES, Minneapolis)

Common Sayings

- "It seems that the only people who want us to fill out these forms are: (shift supervision, crew chief, director, funding agency, researcher(s), evaluator(s), statistician __________)."
- "Since I don't need the form and don't want it, why should I fill it out?"
- Nobody ever looks at that stuff--what's the difference if I fill it out--who will get better service?"
- "The form gets in my way when I'm listening on the line, when I'm helping."
- "Whoever made-up the form never spent any time on the phone."
- "I refuse to ask someone his name (or age or neighborhood or ___________________)."
- "The form is: too complicated
  dumb
  too hard to use
  poorly laid out
  doesn't have enough space on it

doesn't have spaces to write notes
doesn't have the right categories
ADD YOUR OWN

- "Where are last (week's, month's, year's) forms? Over there in the box."

- ETC.

"Yes, Virginia, we got to have forms and you got to fill them out (in?)."

Why forms? Because: you (may, should, have to) learn about who calls hotline; their problems, concerns, needs, wants and questions; what you offered to them; and a lot of other information which is, we think, crucial for deciding "who you are, what you do, what you might do," and the like.

Why don't people fill-out forms? We don't know for sure. Our hunch is that the answer is something like:

- takes too much time
- nobody uses the information
- it gets in the way
- it spoils the helping process, somehow
- it distracts me
- I'm too busy
- I don't want to be "supervised"
- I don't want anybody checking on me
- etc.

Sometimes, people put very little effort and creativity into designing the forms. It is just "whipped out," or someone else's form is copied as is or modified slightly.

Use the form as a place to say what you and the staff think is important to learn and to know about. Forms don't have to look "official" or complicated. They only have to be USEFUL, EASY TO FILL-OUT, HELPFUL.

Test Questions for Hotline and Crisis Center Forms

It is not uncommon to hear staff at Hotlines and crisis centers complain about the forms which are used to compile information about callers, clients or cases. One also hears many complaints from directors about those operators or counselors who do not fill out these forms. Operators and counselors say that the forms "get in the way" of providing service; and, even when these are filled out, they say that they are rarely given feedback about the information collected. Directors say that they need the information on the forms for reports to funding agencies and to monitor the activities of the program.

See Baizerman, 1976, in Bibliography.

These are some of the issues in the on-going dialogue about forms.

REMEMBER THIS CONNECTION
Forms are a basic way to collect all kinds of information about the caller and the program. Thus, this discussion is important and applicable to all sections of this Handbook.

Here, we present a way staff can use to make sure that:

the forms now in use are really useful,

new forms can be as useful as possible.

The Method

One way forms can be checked for usefulness is by asking questions about each item on the form.

The questions which are listed next are suggestive, only. It is good to use your own questions instead of or in addition to ours.

Test Questions

For every item on the form ask all of the following questions:

1. Is this item clear to me; and to other staff?

   ____

2. Do I understand what the item says?: _____

   ____

3. Do I know what information the item is asking for?

   ____

4. Do I know why the item was put in originally?

   ____

5. For what purpose(s) do I use the information that is collected by filling-in (or answering) this item?: (Check all which apply)

   ___ tallies for reports
   ___ to monitor the program
   ___ to feel good or bad
   ___ to learn how busy I am; or we are
   ___ make-up your own check list?

6. How often do I use the information collected by filling in (or answering) this item?:

   ____

7. I think that ________________ wants or needs the information from this item. (Fill in names of persons and/or job title):

____

8. I think that _________________(put in names of persons and/or job title):

e.g., John uses this information very often
__________ uses this information _____ often
__________ uses this information _____ often
__________ uses this information _____ often
__________ uses this information _____ often

9. I think that ____________ (fill in person's name and/or job title) uses this information for the following purposes (check all which apply).

________ tallies for reports
________ to monitor the program
________ make-up your own item

10. I believe that if we try to change this item or try to take it off the form:

e.g. John will be ticked
__________ will be ______________
__________ will be ______________
__________ will be ______________

Now: Examine your Answers for Each Item on Each Form

You have to decide now whether to keep the item as is, to change it, etc.

You have to decide also whether to keep the form as is, to change it, etc.

We were consulting with a program for delinquent girls and young women. This program had ten different forms printed on different colored paper. Topics on the forms included "intake" information, a "face sheet," "progress notes," among others.

By talking to the staff, we learned that many forms were not filled-out by staff. We learned who had developed the forms and when; and when each was last revised. We learned how the staff felt and what they thought about these forms.

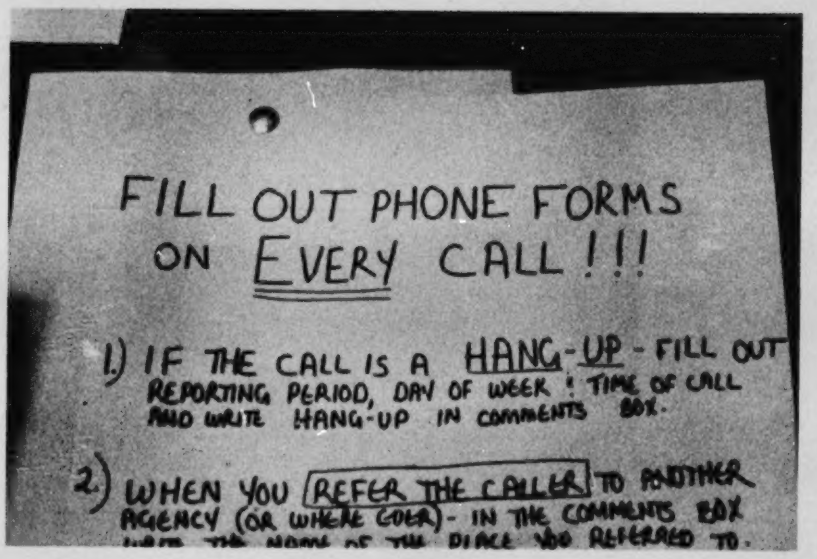
By looking at a sample of case folders, we learned about how often the form was in the folder and how completely it was filled out.

As we talked to the staff about these things, we learned that they had a clear image about how to fill-out these forms and that this image was triggered by the color of the form.

Working with the staff, we designed a set of test questions about each item on each form. Then we cut up each form and randomly placed each item on a list of items. Then each staff person rated (or evaluated) each item.

We pulled together their evaluations and told them what their answers were. We and the staff discussed this. In the end, new forms were devised which were shorter and "simpler." The staff worked together with us in constructing these new forms.

Typical Hotline caller forms:



FILL OUT PHONE FORMS
ON EVERY CALL!!!

1.) IF THE CALL IS A HANG-UP - FILL OUT REPORTING PERIOD, DAY OF WEEK ! TIME OF CALL AND WRITE HANG-UP IN COMMENTS BOX.

2.) WHEN YOU REFER THE CALLER TO ANOTHER AGENCY (OR WHERE GOER) - IN THE COMMENTS BOX WRITE THE NAME OF THE PLACE YOU REFERRED TO.

Date___/___/___ Day of Week: S M T W T F S

Shift:___12mid-8am ___1pm-6pm

___8am-1pm ___6pm-12mid

Time call initiated___________am pm

Time call terminated___________am pm

ATTENTION:___________________

Staff Worker:___________________

Trust
Roanoke, Va.

PLEASE CHECK ONE ONLY:

- ___Probably first contact
- ___Probably has called before
- ___See Ongoing
- ___Agency/Professional calling about client
- ___Outreach into community
- ___Outgoing call

CALLER INFO:

SEX
- ___Male
- ___Female

AGE
- ___Youth (under 14)
- ___Teens (14-18)
- ___Young Adult (19-25)
- ___Adult (25-40)
- ___Super Adult (over 40)

___Walkin #________

Name?____________ Exact age?________

MAIN CONTENT OF INTERACTION:

- ___Alcohol
- ___Birth Control
- ___Boyfriend/Girlfriend
- ___Child Abuse
- ___Concerned about a friend
- ___Conflict with another
- ___Drugs-Acute-Crisis
- ___Drugs Chronic
- ___Drug ID
- ___Drug Information
- ___Emotional Problem
- ___Employment
- ___Financial
- ___Housing overnight-TRUST
- ___Housing other
- ___Legal
- ___Marital Problem
- ___Medical Problem
- ___Prank or Hangup
- ___Pregnancy
- ___Rap
- ___Rape
- ___Religion
- ___Runaway/Missing Person
- ___School
- ___Sex
- ___Suicide/Suicidal
- ___Transportation
- ___TRUST-info about
- ___V.D.
- ___Worker requested
- ___Other

PROVISIONS FOR FOLLOWUP:

REFERRAL/INFORMATION POSSIBILITIES:

Appmt. made?___yes___no

Day:__________Time:__________

Where:

APPMT. TO BE MADE BY LATER SHIFT___

INFO given but no appmt. made___

CHECK LIST FOR INFO GIVEN OR APPMT.

- ___Alcohol Studies Bureau
- ___AA or Al Anon
- ___Child Abuse Council
- ___Emergency Room
- ___Family Service/Travelers Aid
- ___Free Clinic
- ___Gay Alliance
- ___Health Dept.
- ___Housing-non-TRUST
- ___Juvenile Authorities
- ___Law Enforcement Authorities
- ___Legal Aid
- ___LRS
- ___Mental Health Services
- ___Minister
- ___Omni House
- ___Path Lab & PPC
- ___Planned Parenthood
- ___PPC Counselor
- ___Private Professional
- ___School Guidance Counselor
- ___TAP
- ___V.D. Clinic
- ___Welfare Dept.
- ___Other

WRITEUP/GENERAL DESCRIPTION:

OVER?

☐ TALLY

Community Telephone Counseling CONTACT REPORT

☐ YOUTH LINE
☐ DRUG LINE
☐ CRISIS LINE
☐ CALL-BACK
☐ FACE-TO-FACE
  ☐ WALK-IN
  ☐ APPOINTMENT
☐ FIRST-TIMER
☐ REPEAT CALLER
☐ REGULAR CLIENT
☐ ANONYMOUS
☐ MALE
☐ FEMALE
☐ PRE-TEEN
☐ 13-18
☐ 18-30
☐ OVER 30
STATED AGE:
ESTIM. AGE:
☐ SINGLE
☐ COHABITING
☐ MARRIED
☐ SEPARATED
☐ DIVORCED
☐ WIDOWED
☐ OTHER (SPECIFY):

DAY
DATE
TIME START AM PM
TIME END AM PM
TOTAL TIME:

COUNSELOR
SUPERVISOR

CLIENT'S NAME
☐ PROBABLY FAKE
☐ MIGHT BE →
☐ PROBABLY IS →

ADDRESS
ZIP CODE

PHONE
OKAY TO CALL? ☐ YES ☐ NO
SPECIAL INSTRUCTIONS:

IF NOT HOME, WHERE CALLING FROM?
PHONE

OTHER IDENTIFYING INFO – SCHOOL, JOB, SPECIAL LIVING SITUATION, ETC.

☐ THIRD-PERSON CALLER ⟶
NAME
PHONE
ADDRESS
RELATIONSHIP TO PERSON CALLED ABOUT

PROBLEM CATEGORY
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9

PRESENTING PROBLEM IN CALLER'S OWN WORDS:

SAMPLE

☐ EMERGENCY ☐ SUICIDAL ☐ DRUG O.D. ☐ OTHER:

ASSESSMENT OF LETHALITY ⟶	?	NONE	LOW	MED.	HIGH

☐ DRUGS INVOLVED (NAME or DESCRIPTION and AMOUNT):

☐ CTC CONSULTANT
☐ MIDAC
☐ POISON CONTROL
☐ PHONE TRACE
☐ FIRE
☐ POLICE
☐ DOCTOR:
☐ OTHER:

RESOURCES CONTACTED, PERSONS SPOKEN TO, DETAILS, OUTCOME:
CTC BACK-UP CALLER:

☐ CALLER REFERRED TO OTHER AGENCY, INDIVIDUAL, OR RESOURCE (GIVE DETAILS):

SIGNIFICANT OTHERS – NAME
PHONE
RELATIONSHIP

CTC Jan. 1973

COMPLETE BOTH SIDES OF THIS FORM

NAME________________________AGE___

Type
( )1-New
( )2-Repeat
( )3-Chronic

Area
( )1-492
( )2-529
( )3-889

Date ____/__/____
( ) 1-Male
( ) 2-Female

Time call began	1. am pm	2. am pm	3. am pm	4. am pm
Length	min	min	min	min

PROBLEM/RESOLUTION

From-
Community Hotline
formerly known as
Conejo Hotline:
P.O. Box 1774
Thousand Oaks,
Calif. 91360

WHAT HAPPENED TO MAKE CALLER CALL TODAY?

REFERRAL

(1) Interface
(2) Free Clinic
(3) Planned Parenthood
(4) Mental Health
(5) Other

SPECIFIC REFERRAL/
PATCH RECOMMENDATION

HOW DID YOU FEEL ABOUT THE CALL?

PROBLEM (check up to 3)

(01) Alcohol
Anxious:
(02) About self
(03) About others
(04) Depression
(05) Drugs: uses drugs
(06) Drug problem
(07) Health
(08) Legal
(09) Loneliness
Relationships:
(10) Family
(11) Marital
(12) Boy/Girl
(13) Peer Group
(14) Homosexual
(15) Other
(16) Runaway
Sex:
(17) Information
(18) P/G Counseling
(19) P/G Test
(20) Birth Control
(21) Abortion
(22) VD
(23) Suicide
(24) Other

NON-PROBLEM

(1) Information
(2) Rap
(3) Ask-for
(4) Put-on

URGENCY OF PROBLEM

(1) Extreme
(2) Heavy
(3) Moderate
(4) Minor

PATCH

(1) Another listener
(2) Lawyer
(3) Doctor
(4) Interface Counselor
(5) Other

NAME OF LISTENER________________

FREDERICKSBURG AREA HOT LINE
INDIVIDUAL CALL SHEET

DATE ________ YEAR ______

DAY OF WEEK __________

TIME OF CALL:

	Begin	End
Mid to 8	_____	_____
8 to Noon	_____	_____
Noon to 4	_____	_____
4 to 8 pm	_____	_____
8 to Mid	_____	_____

(Write in exact times)

NAME OF CALLER:

____

____ Male ____ Female

AGE:

CHILD (To 12) _____

TEEN (13-19) _____

YOUNG (20-35) _____

MIDDLE (35-62) _____

(62 and up) _____

(Write in actual age if known)

AREA:

____ Fredericksburg

____ Stafford

____ King George

____ Spotsylvania

____ Caroline

____ M.W. College

____ Other

COLLECT CALL ____

STATE OF MIND:

____

____

____

FIRST CALL _______

REPEAT _______

CHRONIC _______

(Check one or more)

PROBLEM CATEGORIES:

____ Abortion
____ Alcohol
____ Body Hang-up
____ Boy-Girl
____ Child Neglect, Abuse
____ Depressed, Lonely
____ Discrimination
____ Drugs
____ Employment
____ Homosexual
____ Info-General
____ Legal
____ Marital Problem
____ Medical
____ Obscene
____ Parent-Child
____ Peer Relations
____ Physical Needs
____ Pregnancy
____ Runaway
____ School
____ Sex
____ Sibling Conflict
____ Social Activities
____ Suicide Attempt
____ Suicide Threat
____ V.D.
____ Miscellaneous

NON-PROBLEM CALLS:

____ Put-on Call
____ Questions about H.L.
____ Rap Only
____ Thank You

Back-Up Used:

____

Referrals Made:

ADDITIONAL COMMENTS:

____________________ (Aide's Signature)

____________________ (Aide's Call Name)

Contact: PHONE / WALK-IN / MOBIL TEAM

DAY: MON / TUES / WED / THURS / FRI / SAT / SUN

DATE: YEAR / MONTH / DAY

TIME: CALL LENGTH AM PM

AGE: UNDER 13 / 13-17 / 18-20 / 21-34 / 35-50 / 51 +

RACE: Native American / Chicano Latino / White / Black / Other

SEX: Male / Female

Concern: Self / Other

TYPE OF PROBLEM/CONCERN

PERSONAL
- AGGRESSION/ANGER
- ANXIETY/FEAR
- CONFUSION
- DECISION
- DEPRESSION
- LONELINESS
- "SELF" ISSUES"
- SEXUALITY
- SUICIDE
- TRANSITIONAL/CRISIS

INTERPERSONAL
- FAM PROB
  - MARITAL
  - SIBLING
  - PARENT-CHILD
  - RUNAWAY
  - OTHER
- MALE-FEMALE Relationship
- SEXUALITY
- SOCIAL INADEQUACY
- PEER RELATIONSHIP
- OTHER

BASIC PHYSICAL NEEDS
- EMPLOYMENT
- FINANCIAL
- SHELTER
- CLOTHING
- FOOD/FUEL
- TRANSPORTATION

HEALTH/MEDICAL
- INFORMATION/GENERAL
- BIRTH CONTROL
- PROBLEM PREGNANCY
- VENEREAL DISEASE
- DRUG
  - Prescription Info.
  - STREET INFO.
  - OVERDOSE
  - ADDICTION
  - WITHDRAWAL
  - PRESENT EFFECTS OF

SOCIAL
- LEGAL
- LAW ENFORCEMENT
- CONSUMER
- EDUCATIONAL
- DISABILITIES
- OTHER

MISC.
- GRYPHON PROGRAM INFO
- COMMUNITY INFO
- OTHER

REFERRED TO:

1st Choice ______

2nd Choice ______

3rd Choice ______

VOLUNTEER' SIGNATURE: ______

NARRATIVE OF CONTACT:

(CONTINUED ON BACK)

SUBSTANCE RELATED	NO
	YES

IF SO, WHAT KIND?

DOWNER	ALCOHOL
	OPIATE
	BARBITURATE
	MINOR TRANQUILIZER
	MAJOR TRANQUILIZER
UPPER	AMPHETAMINE STIMULANT
	COCAINE
PSYCHO-TROPIC	ORGANIC HALLUCINOGEN
	SYNTHETIC HALLUCINOGEN
	SUPPOSED "THC"
	CANNABIS
MISC.	ANTIBIOTIC
	OTHER ______
	GENERAL /ATTITUDES

SOURCE	PHYSICIAN PRESCRIBED
	OVER THE COUNTER
	OTHER ______

SELF EVALUATION (CHECK AS MANY AS APPROPIATE)	HELPFUL	NEUTRAL	NOT HELPFUL
______ INFO			
DRUG INFO PDR, Merck, Med. Encylop.			
VENTING rap			
PROB ID. feelings, conflicts situations, etc.			
GOALS ID. wishes, wants direction, etc.			
ALTERNATIVES how to.. plans 1st. steps, etc.			
ACEPPTANCE/ CALMING values feelings			
OVERDOSE AID aim, skills tr. by symtom			
REFERRAL in-house, other agencies			
OTHER ______			

WANT STAFF FOLLOW UP

MAY CALL AGAIN

USEFUL FOR OTHERS TO READ THIS

Some Ideas about Designing Forms

One Idea: Think about a recent phone call or a recent drop-in. Think about the process which went on between both of you. Design a form which would SUPPORT that process (e.g., by reminding you what to ask the person).

Another Idea: Think about the same call or drop-in. NOW: Try to get at the "natural history" of the process.

In the examples which follow of actual forms used in a follow-up study of legal referrals, you can see the Hotline listeners forms, (#1), the first form used in the study (#2), and then the revised form, intended to support the listener and the study by helping the listener make a decision about how much of a crisis is at hand.

LISTENERS FORM #1

LEGAL FOLLOW-UP

Date __________ Time __________ Y.E.S. Volunteer ________________________

Work phone ____________ Home phone ____________________

Person you talked to: _______________ Association _______ Phone _________

Result: ____

____

____

Do next: ____

____

* *

Date __________ Time ______ Y.E.S. Volunteer ________________________

Work phone ________ Home phone _____________

Person you talked to: ______________ Association _________ Phone _________

Result: ____

____

____

Do next: ____

____

* *

Date _________ Time ____________ Y.E.S. Volunteer ______________________

Work phone ____________ Home phone ____________________

Person you talked to: _______________ Association _________ Phone ________

Result: ____

____

____

Do next: ____

____

OVER, AND OVER, AND OVER ....

LISTENERS FORM # 1

LEGAL FORM: ONE PER CLIENT DATE: ________ TIME: __________

1. Who's Calling? ____ client himself is calling
____ a friend/relative is calling: Name: __________
____
relationship to client ________ Home Phone: ______
Work Phone: ______

2. Who needs legal aid? ____ this client only.
____ this client and another/others busted with him: SEE ALSO FORMS ON: __________

3. Where is the client now? ____ not presently in jail
____ in jail, which one? ______________

4. Client's name? ______________________________ Age: ______

5. Phone where client can be reached if released: Home: _____ Work: ___

6. Are there other people Y.E.S. can contact for information on what's going on? (Especially others who might try to get a lawyer for the client.)

Name: ____________________ relationship to client __________
Home Phone: ________ Work Phone: __________

Name: ____________________ relationship to client __________
Home Phone: ________ Work Phone __________

7. When arrested? __________ Arrested in what city? ____________

8. What reason did the police give for the arrest? (Don't ask the person what he did, ask what the police say he did.)
____

9. Has the client appeared in court on this arrest as yet? Yes __ No __
If 'Yes,' what happened at the court appearance?

10. Has a time been set for the client's first or next court appearance?
Yes __ No __. If 'Yes,' Date: ______ Time ______ Place ________
What will the appearance be for? ______________

11. Has the client ever been arrested before?, convicted before?, is he on parole or probation now? Yes __ No __ If 'Yes,' explain:

12. How much can the client afford to pay a lawyer? ____________

13. Is there anything else (other than finding a lawyer) that we can do for the client? (send a C.I.T., inform family/friends of his situation, etc.) If so, write it down:

LISTENERS FORM # 1

WHEN THE CLIENT HIMSELF IS CALLING FROM JAIL

1. Tell him that Y.E.S. will try to get a lawyer down to see him as soon as possible. That if he goes to court before seeing a lawyer, he should ask the judge for a CONTINUANCE (a postponement of the appearance) until he talks to the lawyer Y.E.S. is getting for him.
2. Tell him that he should SAY NOTHING TO THE POLICE AND SIGN NOTHING until he sees a lawyer.
3. Note any other information:

* *

VOLUNTEER TAKING CALL: SIGN YOUR NAME: ____________________

Work Phone: ____________ Home Phone ____________

What did you tell the caller Y.E.S. would do?

What lawyer(s) did you refer to?

Describe any further action you took:

FOLLOW-UP Name of Volunteer doing follow-up ________________ Date ____

STUDY FORM # 2

Lawyer Contact Form

Hello - This is ___________________________ calling from Y.E.S. We are
(Name of Y.E.S. Person)
currently going through our legal resources to update our information and get feedback.

1) Are you still interested in receiving referrals from Y.E.S.? __________

____
(Name of Lawyer)

2) According to our files, your hours are ______________________________
Office address is ____
Home phone is __________________________
Are these correct? _________
If not, list corrections ____
____

3) Are you satisfied with the number of referrals you've been receiving from Y.E.S.? ___________________
If not, ____
(explain)
____

4) Have we been giving you the type of referrals you want? (i.e., phone advice, criminal cases...)
If not, ____
(explain)
____

5) Is there anything Y.E.S. could do to make our referrals easier for you to handle?
____
____

6) We have received some feedback from one of our referrals about your service. These are: _______________________________________
____
List comments from lawyer: ____
____

7. Could you suggest any additional legal services we might consider? Explain
____

STUDY FORM # 2

LEGAL FEEDBACK REVIEW

(Note - Fill out one sheet per legal resource)

Caller's Name ____________________

Hello - I'm ____________________ calling from Y.E.S. We are reviewing our legal referrals by calling back the people we've given referrals to in order to get feedback. All information you give me will be confidential--if you feel uncomfortable about answering one of my questions, just say no.
(Y.E.S. Person's Name)

1) What help were you given when you called Y.E.S. on ____________?
(date)

a) Name of lawyer: ____________________

b) Name of legal aid clinic: ____________________

c) No help ____________. Do you want a referral? ________
(explain) If yes, name referral

d) Other ____________ Do you want a referral? ________
(explain) If yes, name referral

2) Did you contact the lawyer/legal aid clinic ____________
(other)

If not, has the problem been solved? ____________
(explain, was another referral used ...)

Do you want another referral? ____________
(name)

a) Were you able to get in touch with the lawyer/clinic, etc.? ________
If not, explain ____________ Do you want another referral?
____
(name)

3) Did you feel comfortable talking to the lawyer/etc? ____________
(explain)

4) Do you feel he understood your problem? ____________

____

If not, did you try to clarify it for him? ____________
(explain)

5) Did you understand what he told you? ____________

If not, did you ask him to explain things you were unclear about? ______

402

6) Did he offer solutions that were acceptable to you? ____________

If not, did you tell him that you could not accept his solution? ______

____

Did he make another suggestion? ______________________ (explain)

7) Do you feel he made any specific promises? ____________________ (explain)

____

If so, do you feel he kept them? ______________________ (explain)

____

8) Do you feel the problem has been satisfactorily resolved? __________

If not, explain ______________________________________

Do you want another referral? ______________________________

9) Did he mention a fee? ______________________________

If so, do you know how he decided on that fee? ______________ (explain)

____

10) Would you recommend him to your friends? ____________________

If not, ______________________________________ (explain)

If so, ______________________________________ (explain)

____

- Use 1 per Caller
- Do not fill out if caller requests only free phone advice.

Y.E.S. LEGAL CONTACT FORM

Page 1

Date: ____________________
Time: ____________________

Who Needs Help?

Caller's Name: ____________________ Age: ___
Home Phone: ____________ Work Phone: ____________
Someone Else - Name: ____________________ Age: ___
Home Phone: ____________ Work Phone: ____________

HAS CALLER BEEN ARRESTED?

no

What Problem Does the Caller Say He Has?

What Can Y.E.S. Do to Help?

a) Contact someone: Name: ____________
Home Phone: ____________
Work Phone: ____________

b) Refer a lawyer:
How much can caller afford to $ ________
Name of Lawyer: ____________

c) Other: ____________

Describe What Action you Took: ____________

____

____

Your Name: ____________
Shift: ____________ Home Phone: ____________
Work Phone: ____________

yes

What Reason Did Police Give for the Arrest?

Is the Caller in Jail?

yes

Which jail? ____________
Phone No. ____________

Tell him to say nothing, to sign nothing until he sees a lawyer.

Has Caller been Charged?
If so, What is Charge: ______
____
____

no

Information about Arrest:
Time: ____________
Date: ____________
City: ____________

Has Caller been Arrested Before?
If So, What Charge: ____________
____
Is (s)he on parole? ____________
Is (s)he on probation? ____________

OVER

FOLLOW-UP

Date: ______ Volunteer Name: ______

Name of Person you Talked to: ______

Has Problem Been Solved?

Yes

Was Person Satisfied with YES help?

No

What can YES do to Help?
Another Referral ______
Other: ______

Describe What Action you took: ______

Has Case Gone to Court?

If Yes:
Time: ______
Date: ______
Outcome: ______

Has New Date Been Set?
Time: ______
Date: ______
Outcome: ______

If No:
Tell caller that if he goes to court before seeing a lawyer he should ask the Judge for a continuous (postponement) until he talks to the lawyer YES is getting for him.

What Can YES Do to Help?

a) Contact Friend: Name: ______
Home Phone: ______
Work Phone: ______

b) Contact a Lawyer:
How much can caller afford to $______
Name of Referred Lawyer: ______
______

c) Other: ______

Describe what Action you Took: ______
______
______

Your Name: ______ Shift: ______
______ Home Phone: ______
Work Phone: ______

Some Thoughts about Hotline Forms of All Kinds

Aside from using forms to paper the walls, they can be used 1) to compile a history of the program, 2) as a data source about what the program is and what the staff do, 3) as legal documents which the program needs, etc.

The point is that a form is both a way to guide the collection of facts and a place to store these facts.

Obviously, there are many kinds of forms designed for different purposes. And, obviously, a form designed and used for one purpose might be used for other purposes.

"What do you do with all the different kind of forms you fill-out?"

How do you use the information on each of the forms you and the staff fill-out?"

The more meetings we go to, the more we are conscious of how often staff talk about forms and who doesn't fill these out and the reasons why these aren't filled-out. The SEM-antic Mixer rejects "why?" questions so we can't get at the issue that way. What other ways are there to get at the whole business of forms and their use, misuse and non-use?

Think about these ideas:

- What would happen to staff meetings if no one was allowed to talk about forms?

- What ways exist in your program for vounteers to "fight with" paid staff and/or the board? Is not filling-out forms a way of "fighting?"

- Who in your program is responsible for making sure that listeners fill-out forms? Is there something about this person which may suggest why forms are not filled-in?

- Do volunteers and paid staff consistently fill-out some forms? Which ones? The one's for $, like grant applications, right?!

- Is there a pattern to: 1) Which forms are and are not filled-out; 2) When forms are and are not filled-out; 3) Who does and does not fill out forms; 4) The sanctions for filling-out and/or for not filling-out specific forms?

- How are forms and information and facts thought about by people in your program? What actual words are used to talk about these things? What symbols and metaphors are used to talk about these things? Do these words and symbols and metaphors suggest anything about the issue of filling-out and not filling-out forms?

- In the Hotline culture, the spoken word is the central medium of communication and of helping. Forms require written words or numbers. Is this a clue as to why forms are completed or not completed?

- Many forms have numbers on them. Numbers seem cold--words can be warm; numbers are uncomfortable for many, while words are comfortable.

Numbers seem unchangable and scientific, unlike words. Are these clues about forms and their use?

What is there in the act of a volunteer choosing not to fill-out a form that has consequences for the staff as a whole? What are these consequences? Are these consequences experienced and thought by the staff to be important to them as a staff and important to the very style of the Hotline or crisis center? Are these consequences for the whole place so important that if everyone did fill-out all the forms, something important would not happen?

Well, enough!

All of this theorizing and playing with words is an example of trying to get behind and beyond the everyday question of "why aren't the forms filled-out" to other questions which might lead more profitably to answers. Likely, in the end, your answer will be largely specific to your program and your staff.

Hunch: Analyze who doesn't fill-out forms by using some classification or typology of staff and volunteers. The "answer" may lie in the type of volunteer, most of whom are at the program for similar reasons, etc.

See, e.g., Sills; and Baizerman, 1975, in Bibliography.

For theory-building and cross-program comparisons building from data up to generalizations, See Glaser and Strauss in Bibliography.

"Harold Garfinkel made a...point about clinical records he investigated; rather than viewing an institution's records as standing ideally for something which happened, one can instead see in these records the organizational practices of people who make records routinely. Garfinkel concludes that there are 'good organizational reasons for bad clinical records.' And those 'good reasons' are the topic of research because they spell out the clinic's social organization.

See Bogdon and Taylor in
Bibliography.

Some Commonsense Ideas for Using Information From Forms

As noted, forms help keep information collection consistent and provide a place to store information. Also, as noted, forms designed for one purpose may contain facts useful for other purposes. This is all commonsense.

So too are the following ideas for using facts from agency forms:

You can use Displaying the Facts and Facts Analysis, pages 56-75, for this.

- Compile the information regularly and analyze it. Raw facts don't mean too much; and these often mean different things to different folks.

USE THE INFORMATION

Remember: There is a "rhetoric of numerality"--numbers seem to signify something "real" for many people, more real than just words.

Use numbers and words together--both are strengthened.

- Post it on the wall
- Hand it out to volunteers (and others) and
- Talk about it with volunteers
- Make it come alive somehow; the numbers are a symbolic way to represent your program and its value to people.
- Use these in reports, grants, talks; and for publicity; etc.

If you can't figure out how to use information from forms, how come you still got the form?; and how come you still use it?

1974~1975 1974~1975 1974-

REPORT REPORT REP

74~1975 1974~1975 1974~19

EPORT REPORT REPO

1974~1975 1974~1975 1974-

REP

74~19

Metro-Help

REP

74~19

EPORT REPORT REPO

1974~1975 1974~1975 1974-

REPORT REPORT REP

74~1975 1974~1975 1974~19

EPORT REPORT REPO

Metro-Help 1974-1975 REPORT

TABLE ONE - NUMBER OF CALLS RECEIVED

Regional Lines:	
Number of Significant Calls	10,214
Number of Non-Significant Calls	7,132
Total Number of Calls	17,346
Rideboard:	
Number of Calls (estimated)	17,462
National Lines:	
Number of Significant Calls	7,549
Number of Non-Significant Calls	5,796
Total Number of Calls	13,345
TOTAL NUMBER OF CALLS RECEIVED ON ALL METRO-HELP LINES	48,153

The 1974-1975 year has been the most significant period of Metro-Help's development since its inception in the fall of 1971. Both internal and external changes have been necessitated, primarily as the result of the establishment of the National Runaway Switchboard.

Initially receiving a $95,000 grant in July, 1974 from the U.S. Department of Health, Education and Welfare (Office of Youth Development) to initiate the program and operate it for six months, the National Runaway Switchboard began service delivery the following August 12th. The national program was mandated by the federal government to provide toll-free telephone assistance for runaway and potential runaway youth. All information given by the runaway would be held in total confidence. Due to the nature of the toll-free WATS-line system, the national service was limited to the continental United States.

On an individual level, the National Runaway Switchboard is a simple and straightforward operation, following the same service design used by Metro-Help's local operation. A runaway dials the N.R.S. number (800-621-4000 nationally; 800-972-6004 in Illinois) and one of Metro-Help's trained volunteers assists the individual in defining his or her problem. The volunteer then shares whatever information is necessary, and will refer the youth to the nearest program which aides people with that particular type of problem. This is accomplished by employing Metro-Help's continuously updated resource files of nearly 2000 social service agencies in the United States. The National Runaway Switchboard received over 13,000 calls during the 1974-1975 fiscal year.

The success of the initial six months of operations resulted in a subsequent decision by the federal government to give the National Runaway Switchboard $152,080 for the 1975-1976 fiscal year. The visibility of the National Runaway Switchboard has helped make Metro-Help a primary focus for innovative youth services in the country. receiving a high volume of attention in the national press.

The advent of the National Runaway Switchboard facilitated the need for twice as many volunteers to staff the phone lines 24 hours each day, seven days each week. Therefore, Metro-Help's recruitment and training efforts were expanded.

A public information component was also established in response to the problems of publicizing the service on a nationwide scale and disseminating the data culled from Metro-Help's research programs. The information office fields media requests, creates leaflets, posters, reports and press releases, and has produced a television commercial promoting the national service. In spring of 1975, this component was expanded to provide similar service to the regional Metro-Help program.

Metro-Help represents a new style of social service program. The traditional-style human care services tend to be overly bureaucratic and non-community oriented. These programs are generally run by titled professionals who, by virtue of their position, receive high fees—either from the "patient" or from a public funding agency. Whereas organizations like Metro-Help recognize the need for these institutionally-oriented agencies. they emphatically believe the use of highly trained volunteers and para-professionals has been a viable and rewarding method.

The National Runaway Switchboard, operated by Metro-Help, Inc. of Chicago on a grant from the U.S. Department of Health, Education and Welfare's Office of Youth Development, concluded its first year of service delivery August 11, 1975. During the initial twelve months, the program received a total of 15,874 calls from runaway youth and from individuals or agencies seeking assistance on runaway-related matters.

The National Runaway Switchboard was established in July, 1974 as a program wherein young people who run away from home can receive information and assistance in problem situations. If they so desire, they can get a message back home through this "neutral" service. The N.R.S. can refer young people to over 2,000 agencies in the continental United States. All the young person need do is call the Switchboard via the toll-free WATS line number (800-621-4000 nationally, 800-972-6004 in Illinois) and a highly trained volunteer provides the needed assistance. This service is designed to protect and maintain total confidentiality with the caller, and to offer these services on a 24 hour basis.

Organizing such a program was not difficult since Metro-Help had been operating a similar program serving Chicagoland youth with all types of problems since the fall of 1971. The actual methodology of handling the national phone calls is the same used on the local lines. Since the National Runaway Switchboard became operational on August 12, 1974, volunteers have handled both local and national calls off of the same telephone switchboard consoles.

In order to meet the steadily increasing volume of telephone calls, Metro-Help had to restructure its recruitment and training program. The number of volunteers working with the program doubled by the end of the first year of the national service. Seventy-five individuals presently staff the Switchboard, aided by a full-time paid staff of eight.

Of the nearly 16,000 calls received on the national lines during the first year, 8,821 were defined by Metro-Help as significant. The remaining either requested information as to the type and scope of services provided over the lines or were prank calls of one sort or another. In many cases, the caller declined assistance or decided to call back at a later time.

The N.R.S. received over 200 calls from young people who were thrown out of their homes by their parents. These "throw-aways" are in a tougher position than runaways, in that the latter generally feel they can go back home if they so desire. Throw-aways often feel abandoned by their parents and cut-off from this option.

TABLES ONE AND TWO - STATUS OF SIGNIFICANT CALLERS

Caller's Problem	72.8%	Runaway	71.5%
Parent/Relative/Friend	20.4%	Pre-Runaway	13.2%
Agency	6.8%	Runaway Information	12.9%
		Throw-aways (forced out)	2.4%

TABLE THREE - WHERE THE RUNAWAY WAS STAYING AT TIME OF CALL

With a FRIEND	49.4%	With an AGENCY	11.0%
On the ROAD	18.4%	With a Relative	5.2%
Living on Own	16.0%		

GP 9/16/74 NUMBERS ON DAILY FACESHEET REFER TO # OF CALLS; ON MONTHLY/ANNUAL SHEET, REFER TO DATE

CIRCLE ~~SUN MON TUE WED THU FRI SAT~~

DATE OF MONTH WHOLE YEAR

YEAR 1974

	MONTH + DAYS	MAN BOY	WOM/ GIRL	CALL -MIN.	CALLER LOCATION	NICK-NAME	AGE	NEW/ RPTR	TAPE TALLY	Averages	TOT-SUBS-H/U-W-E
1	JAN-8	66	75	140/2244	47/144 = 33%	67/144 = 47%	64/1168	59-60	#327	30.7/16.7	246-134-98-13-0
2	FEB-8	78	77	160/3539	73/156 = 47%	107/156 = 62%	100/1442	53-95	#301	27.3/19.0	219-152-56-8-0
3	MAR-10	68	65	136/2303	63/137 = 46%	87/137 = 63%	74/1326	44-84	#394	23.4/13.9	234-139-91-3-1
4	APR-8	56	41	96/1339	33/97 = 34%	59/97 = 60%	56/952	44-50	#293	21.7/12.1	174-97-75-1-1
5	MAY-10	72	57	133/1708	46/133 = 34%	57/133 = 43%	60/1004	56-70	#223	21.7/13.2	217-132-80-5-0
6	JUN-15	96	78	177/2102	51/121 = 22%	73/121 = 40%	73/1322	82-92	#366	20.2/11.7	304-176-120-7-1
7	JUL-31	161	134	299/6266	144/305 = 47%	155/305 = 51%	162/3571	121-160	#226	16.8/9.7	521-300-208-10-3
8	AUG-31	197	141	335/4922	165/339 = 49%	171/339 = 50%	202/3567	138-187	#271	19.3/10.8	599-335-232-10-12
9	SEP-10	59	51	104/1605	58/105 = 55%	55/105 = 52%	51/901	44-60	#293	19.7/10.1	197-101-83-8-5
10	OCT-9	35	55	91/1508	31/91 = 34%	40/91 = 44%	45/815	30-47	#254	16.7/9.7	151-88-58-3-2
11	NOV-12	68	71	141/2347	69/141 = 43%	87/143 = 60%	93/1274	42-82	#254	22.6/11.1	271-133-128-5-5
12	DEC-8	52	44	96/1510	42/96 = 43%	44/96 = 45%	50/815	30-51	#360	20.0/11.5	160-92-64-3-1
	1974-160	1008	889	[illegible]/31,393	811/1,925 = 42%	1002/1927 = 52%	1040/19,254	743-1044	#3562	20.5/11.7	3243-1879-1293-76-31
	12 mo	53%	47%	16.5 MIN			18.4	N-41%			Substantive = 57%
				533 HR			YRS 55%	R-59%			
	1973-160	1300	1225	2526/44,455	1106/2517 = 44%	1356/2528 = 53%	1300/22,[illegible]		#3171	24.2/15.4	3276-2476-1160-95-17
	12 mo	52%	48%	17.5 MIN			17.3				Substantive = 64%
				731 hr.			52%				
	1972-161	804	1455	2229/34,811	876/2216 = 39%	995/2229 = 44%	1015/17,227			19.7/13.8	3172-2233-785-108-27
	12 mo.	36%	64%	15.6 MIN			=17.4				Substantive = 70%
				590 hr.			45%				
	1971-173	516	1702	2141/44,101	1025/2291 = 47%		1412/23,663			18.2/13.2	3160-2291-762-81-26
	12 mo.	23%	77%	=19.9 MIN			17.0 YR				Substantive = 72%
				736 HR			61%				
	1970-133	422	1173	1607/32,943	[illegible]/1607 = 51%		900/14,560			16.1/12.1	2144-1607-432-X-X
	10 mo.	29%	71%	=20.5 MIN			=16.2				Substantive = 75%
				493 HR			56%				
	5 YRS	4297	6434	[illegible]/187,[illegible]	4903/12,556 = 40%	3351/6624 = 50%	5612/[illegible]	743-1044	#6733		15644-10,426 4432-360-161
	787 days	43%	57%	=17.25 MIN			=17.1	N-41% R-59%			Substantive = 67%
				3121 HRS			54%				
	1974 OVER 1973	-292	-336	-1.0 MIN	-2%	-1%	+1.1 YR		#400	-3.7/-3.7	-583/-597/+133/-19/+14
		+1%	-1%	-208 HR			+3%				Substantive = -7%

HOTLINE - N.E. REGION
Town of North Hempstead
220 Plandome Road
MANHASSET, N. Y. 11030

Some More Actual Forms

BLUE SHEET

Outreach ______
Transportation ______

Fill out one of these contact sheets for EVERY counseling contact, both phone and face-to-face. Fill out immediately after the contact.

CLIENT'S NAME ______________________________ AGE ____ SEX ____

LOCATION AND/OR ADDRESS ____________________ CITY ____________

PHONE NUMBER ______________________________ DATE ____________

FACE-TO-FACE: Lifeline ________ VCC ________ Outside ______ Call ______

ETHNIC BACKGROUND: White ____ Black ____ Latin Am. ____ Asian Am. ___ Other __

PREVIOUS CONTACT WITH: C,I&R __________ O ________ T ________ None ______

HOW REFERRED TO LIFELINE: ____________________ REFERRED TO __________

TRANSFERRAL TO ________________________ FROM ________________
(Person/Agency)

FUTURE APPOINTMENT MADE (WHEN?) __________ STAFF CONFERENCE REQUESTED _____

FEEDBACKER ______________________ FEEDBACK DATE ________________

PROBLEMS (Circle appropriate one): Home Life Family Social Relationships
Sex Pregnancy Abortion VD School Transportation Housing Financial
Legal Medical Police Occupational Runaway

Drugs including alcohol ________________________________
(specify)

Other emotional concerns ________________________________

Other problems ________________________________
(specify)

DEAD END? ____ If this was a contact in which you could not give the kind of assistance the client was looking for, please give circumstances below and NOTCH upper right hand corner of this sheet.

DISPOSITION ____

____

____

IS FOLLOW-UP NECESSARY? ___ FOLLOW-UP PLAN ____________________

____

SHEET NO. ___ of _____ SHEETS

Fill out original plus one carbon, keep together and put both copies in current feedback file. one copy will be returned to you, one will remain on file.

STAFF ________________________ SHIFT WITH ____________________

WRITE UP

INCLUDE IN YOUR WRITE UP: presenting problems, impressions, interaction with client, your feelings, evaluation, questions.

(Feedback, do not write in this space)

LOG#______

CALL SHEET

DATE ____________ TIME ____________ LENGTH __________ LINER ______________

DAY ____________ LOCATION __________________ 18 & Over ___ Under 18 ____

M F REPEAT CALLER? __________ LAST LOG # _____ PRESENTING PROBLEM ________

______________ YOUR PERCEPTION OF PROBLEM CALLER REALLY WANTED TO DISCUSS

____ NAME ______________________

and/or REPEAT CALLER'S PATTERN, BEHAVIOR/CONTENT ______________________

____

REFERRALS ____

WHAT HAPPENED (include feelings--yours and caller's):

USING THE COMPUTER

Purpose:

This chapter will briefly discuss some specific hand tools and machines which can be used to compute and analyze the information you are collecting about your Hotline.

Words

data

statistics

machines

sorting

programming

coding

procedures

equipment

break down

sequencing

keypunch

code cards

hand sort

fortran

input

output

algebra

compilation

consultant

memory

arithmetic

Questions

Will a computer analysis be helpful?

Is the data too complicated to figure out using paper and pencil?

Can a computer expert analyze our information more quickly than we can?

What is a computer?

Are there simple computers?

What is a computer program?

Where do I find a computer?

How much does computer help cost?

How do I decide whether to do the numbers by hand or by computer?

Computing

If you are collecting a large amount of numbers and facts about your program, you may want to use some tools to compute and analyze them.

A Youth Crisis Service located in a large metropolitan area had been averaging between 6,900 and 7,200 phone calls each month. Because they were receiving funds from the County Mental Health Department they were required to participate in a county-wide data collection system. Because of the large volume of calls received by the Youth Crisis Service, data were collected only during the first two weeks of each month. The volunteer listeners would simply record the control unit

canned program

requested information on a concise call sheet:

DIRECT INTERVENTION CLIENT INFORMATION

(1-4) Agency Code 2 8 1 1 (5-9) Reporting Period: __ __ - __ __ (10) Sex:
1. ☐ Male
2. ☐ Female

(11-12) Age: __ __

(13) Call was Primarily:
1. ☐ Information & Referral
2. ☐ Counseling
3. ☐ Both

(14) Day of Week:
1. ☐ Sunday
2. ☐ Monday
3. ☐ Tuesday
4. ☐ Wednesday
5. ☐ Thursday
6. ☐ Friday
7. ☐ Saturday

(15) Time of Call:
1. ☐ 12am-4am
2. ☐ 4am-8am
3. ☐ 8am-12pm
4. ☐ 12pm-4pm
5. ☐ 4pm-8pm
6. ☐ 8pm-12am

(16-17) Category:

01. ☐ Alternatives
02. ☐ Depression
03. ☐ Drug-Currently High
04. ☐ Drug-Related Problem
05. ☐ Drug-Information
06. ☐ Employment
07. ☐ Family
08. ☐ Food/Clothing
09. ☐ Housing
10. ☐ Legal-Criminal
11. ☐ Legal-Civil
12. ☐ Lonliness
13. ☐ Medical-Abortion
14. ☐ Medical-Emergency
15. ☐ Medical-Free/Low Cost
16. ☐ Medical-Birth Control
17. ☐ Medical-Dental
18. ☐ Medical-Pregnancy
19. ☐ Medical-V.D.
20. ☐ Medical-Other
21. ☐ Military-Draft
22. ☐ Military-In Service
23. ☐ Relationship-Straight
24. ☐ Relationship-Gay
25. ☐ Run-Away
26. ☐ Sexuality
27. ☐ Suicide
28. ☐ Transportation
29. ☐ Veterinary
30. ☐ Welfare
31. ☐ Other ____________

(18) Planning Area
1. ☐ Central
2. ☐ North
3. ☐ Northeast
4. ☐ Southwest
5. ☐ Southeast
6. ☐ Northwest Suburban
7. ☐ South Suburban
8. ☐ West Suburban
9. ☐ Outside Hennepin County

(19) Length of Call:
1. ☐ Up to 5 Minutes
2. ☐ 5-20 Minutes
3. ☐ 20-40 Minutes
4. ☐ Over 40 Minutes

COMMENTS

Volunteer's Name ____________________

HC 10207

However, after using this system for eight months, the County staff decided that they would like to abbreviate the form even further. This proposed revision would serve the County Mental Health Department's purposes of tabulating the number of "mental Health" problems presented by the callers into several broad categories. The proposed system would not, however, meet the needs of the Youth Crisis Service itself. So the Executive Director of Y.E.S. wrote the following letter and submitted a more complete phone form.

YOUTH EMERGENCY SERVICE, INC.
MINNEAPOLIS, MINNESOTA 55454

February 1976

Contract Manager
Mental Health
Mental Retardation and Chemical
 Dependency Area
Program Office

Dear ________:

This is a follow-up to the last telephone conversation that I had with you about the Y.E.S. data collection system and proposed new phone form. I am enclsoing the proposed Y.E.S. phone form for your review. The proposed form has several objectives:

1. To implement a more mutually exclusive problem list. The proposed problem list includes the list you submitted to me, as well as being complementary with the different problem lists now being utilized by the Crisis Intervention Center at Hennepin County Medical Center, Walk-In Counseling Center, and the community clinics which are being funded by Hennepin County. The Crisis Intervention Center's telephone counseling, information and referral service component is the most similar to Y.E.S.'s in the wide spectrum of calls they receive; Y.E.S. volunteers also refer callers to the Crisis Intervention Center for walk-in crisis counseling services. During a referral study conducted in November and December of 1975, we discovered that Y.E.S. volunteers refer the largest ratio of callers who request mental health counseling to Walk-In Counseling Center; a similar source of referral study conducted at Walk-In Counseling Center by the Sub-Committee on Counseling revealed at Y.E.S. was the largest single source of referral to W.I.C.C. The community clinics in Hennepin County all use the same data collection form; in attempting to develop a mutally exclusive problem list, I utilized their medical problem list categories which were applicable to the types of medical referrals Y.E.S. volunteers make.

2. To more accurately represent the mental health components which exist in the wide spectrum of phone calls Y.E.S. receives. To meet this objective I made two major changes: (a) the "categories of call" instructions to mark all the applicable boxes with a "P" for primary problem and "X's" for secondary problems, as determined by the phone volunteer, (b) the creation of separate major headings, such as "mental health," "medical," "chemical dependency," and so forth. It is my understanding from past conversations with ... that a multiple checking system can be implemented. This proposed system may take more data processing time, but I believe that it will help solve the dilemma of more accurately representing the mental health services Y.E.S. currently provides.

3. To increase the ratio of data collection forms which are reported * NOTE: from our total sample during a data collection period. Y.E.S. has a counter installed which records the total number of phone calls received continuously on our crisis lines. Currently, about 1 in every 3 counted calls is reported on the data collection form during a data collection period. To meet this objective, I have: (a) created a "hangup" category under "length of call," (b) obtained extensive input from the volunteer staff. The proposed form is much more geared to the volunteer's perceptual system (i.e., "trivia," "prank," "masturbator") than the old form. Another advantage of the proposed form is "usability;" volunteers can use the expanded "comments" box to personalize each form to assist them in providing services and recording information.

4. To better assist Y.E.S. in meeting organizational objectives. The proposed form contains information that would be helpful to utilize for planning, training, supervision and evaluation. One major change is the addition of space under "service activities provided" for volunteers to write in where they referred a caller to for further assistance. Initiating referral studies is one of the ways we have of evaluating the quality of our services.

5. To assist community planning personnel and the community-at-large by providing current information about the phone calls Y.E.S. receives. Y.E.S. and other phone services serve as a "listening post" to alert the community to developing and existing problems and gaps in the delivery of human services. As you know, Y.E.S. is currently receiving an average of 230 calls a day. This overwhelming volume unofficially certifies Y.E.S. as the largest phone service in the nation, according to the Hotline Self-Evaluation Project Staff at the University of Minnesota's Center for Youth Development and Research. After reviewing the diverse types and amounts of information that specialized community groups and agencies would find helpful to have from Y.E.S., I believe that I have struck a respectable compromise. For example: (a) "physical violence" category includes rape, child abuse, women battering, (b) "comments" box will be utilized to document instances of feedback on services and gaps in the human services, (c) "Ramsey County" and "Anoka County" additions to the Planning Area section will further explicate the 15% "out of Hennepin County" statistics to give more usable information for the respective counties, (d) "sexual identity" problems includes the wide spectrum of sexual identity problems. By looking at where the caller was referred to, more usable information can be gained.

Y.E.S. would very much like to continue collecting data on a monthly basis during specified days or weeks. We have found the monthly data system to be very helpful in meeting a variety of internally and externally-oriented objectives. ... has been very helpful to Y.E.S. in terms of our data collection system with the Area Program Office; we have been publishing the monthly data analysis reports and sending them out to past donors, community agencies, planning groups and so forth on a quarterly basis.

Undoubtedly, Y.E.S.'s uniqueness: (a) generalist orientation, rather than specialist, (b) one-point access for callers to human service delivery system in Hennepin County, (c) "whole person" orientation--providing phone counseling, information and referrals in varying combinations for a wide spectrum of human problems; consequently, many people have been calling Y.E.S. for years in situations where they need help of all types, (d) non-professional and para-professional volunteer-based program (140 volunteers vs. 3 administrative staff), (e) phone service eccentricities, (f) "alternative" or "street agency" orientation--can be difficult to integrate into a uniform data collection system for the Area Program Office. I also appreciate your situation in having to enforce the mental health/mental retardation/chemical dependency orientation with funded programs. I have attempted to develop a form which ties in closely with the Area Program Office, as well as being respectful of Y.E.S.'s uniqueness. I appreciate the suggestions and assistance I have received on developing this enclosed form from you, ...

Sincerely,

Mary Gjerdigen, Executive Director

The new proposal was reviewed, but the entire data collection system was temporarily shelved because the County had been unable to organize their total program efficiently.

Tabulating information using a computer is often chosen as a way of doing several arithmetical and statistical calculations more quickly and efficiently than doing these by hand.

However, many people are not familiar with the ways to use sophisticated computers and they often do not understand the algebraic logic needed to do higher order data analysis. It might be helpful to consult an expert who is familiar with computer programming and data analysis. This person will have learned the algebraic language and methods needed to tell or program the computer what to do.

Reference: L. Dale Harris "Fortran Programming," 1964

There are also several already constructed or "canned" programs on how to analyze data about people and programs. There are some other tools which can be useful to any organization in tabulating and analyzing numbers and facts. Pocket calculators are available. These machines usually have easily understandable instructions and have replaced the older and more cumbersome calculators, as well as the slide rule and abacus!

Refer to Nie, et al. "Statistical Package for the Social Sciences," (SPSS).

Sorting

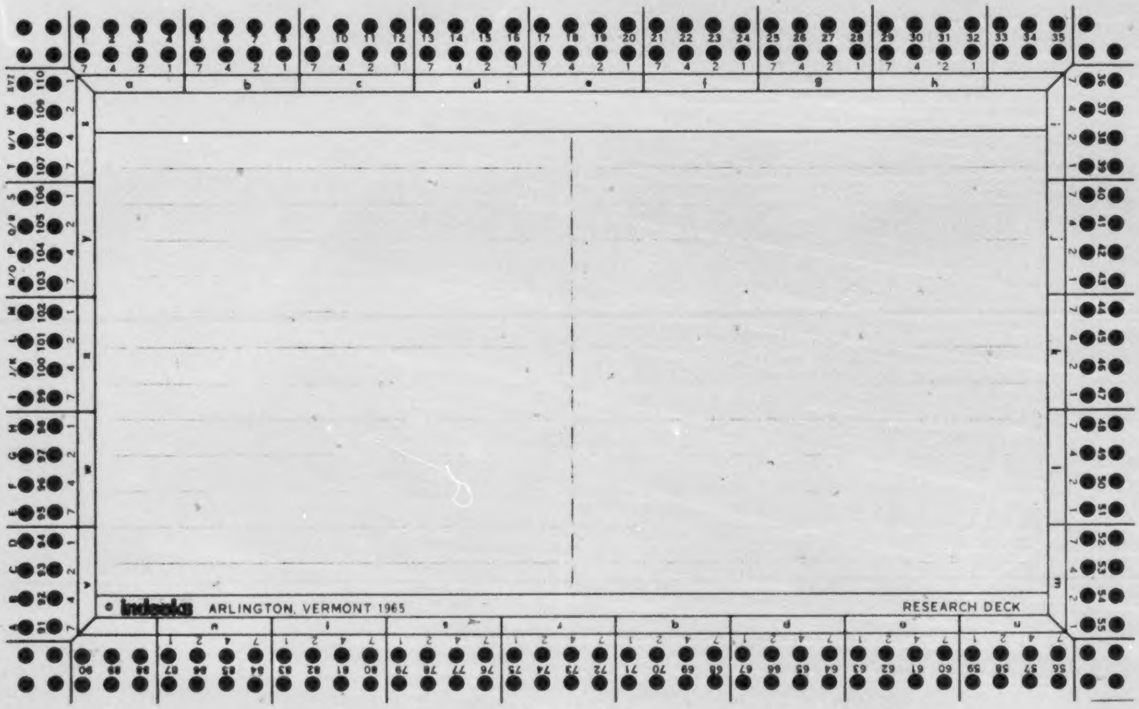
In addition, there are several simple card-sorting methods available which can be used to do some of the simpler work of storing and computing facts. When a programmer tells a computer what to do, he/she uses a keypunch machine and computer cards to transmit the instructions, information, and facts to the machine. There is a way to use other kinds of cards to record, tabulate and analyze your facts. One common type is called a "McBee" card.

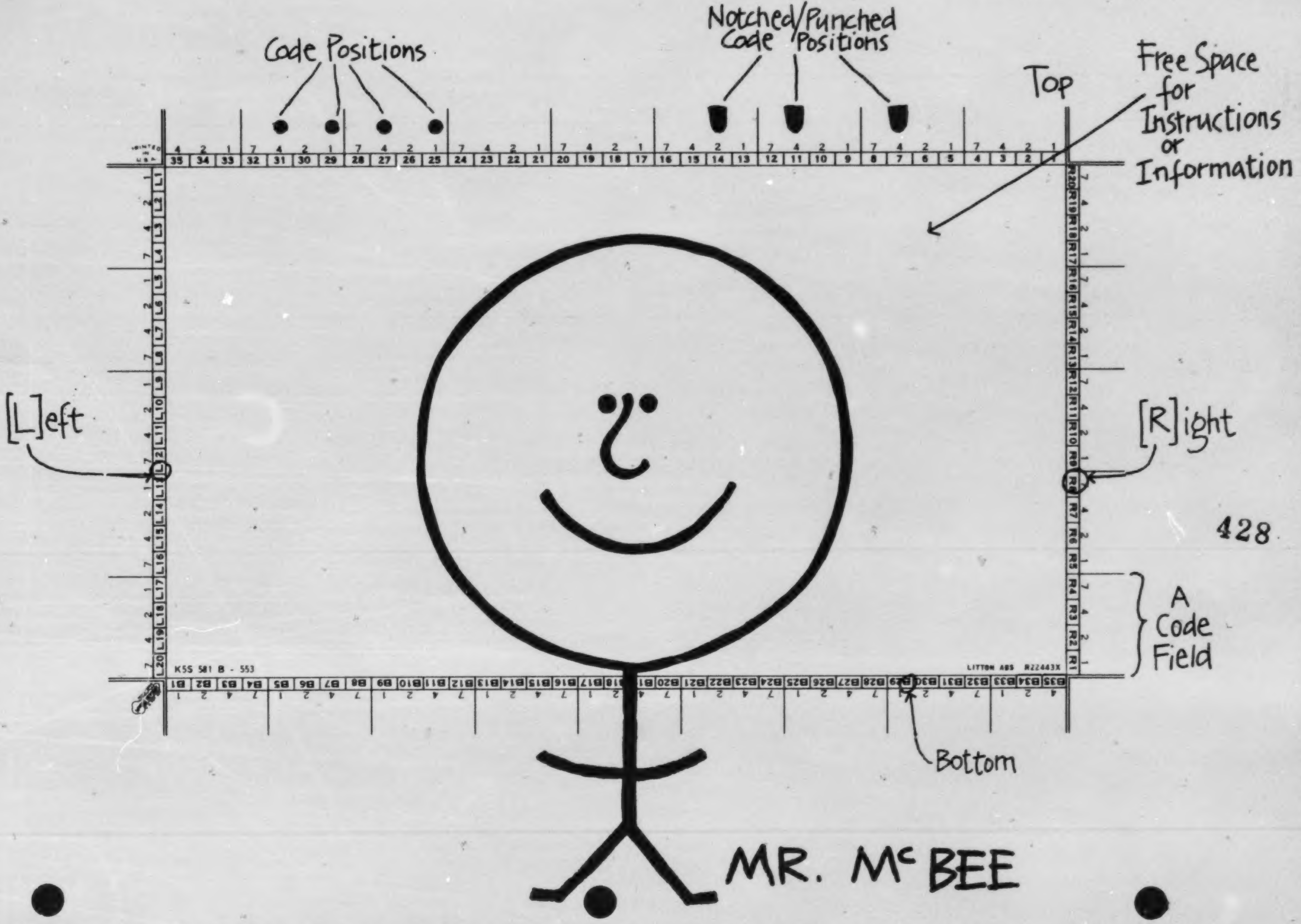
A "McBee" card looks like an index card with little holes around the four edges. It is divided into sections which can be used to record and code the facts.

Reference: Litton: Automated Business Systems.

Reference: Other Company--Indecks

These are just a couple of commercial examples of cards.




Code Positions
Notched/Punched Code Positions
Top
Free Space for Instructions or Information
[L]eft
[R]ight
A Code Field
Bottom
KSS 581 B - 553
LITTON ABS R22443X

MR. McBEE

On each card is a set of numbers, "1, 2, 4, 7." This set is a "code field." Within each Code Field there are one or more Code Positions which have been given a numerical code, "7, 4, 2 and 1." You can record your information by punching out one of these small holes. You then place a long needle or "sorting stylus" through the same hole of all your cards, you can easily sort them by lifting out all the cards with unpunched holes. You can use each Code Field to record a specific kind of information, e.g., caller's sex, age, type of problem, time of call, etc. You can also use the numerical code "1, 2, 4, 7" either as a single number (e.g., 1 & 2 & 4 & 7) or as a combination of two numbers (e.g., 1 + 2 = 3; 3 + 4 = 7; 1 + 7 = 8) to be any number between 1 and 9. For example, "6" = 2 hole & 4 hole.

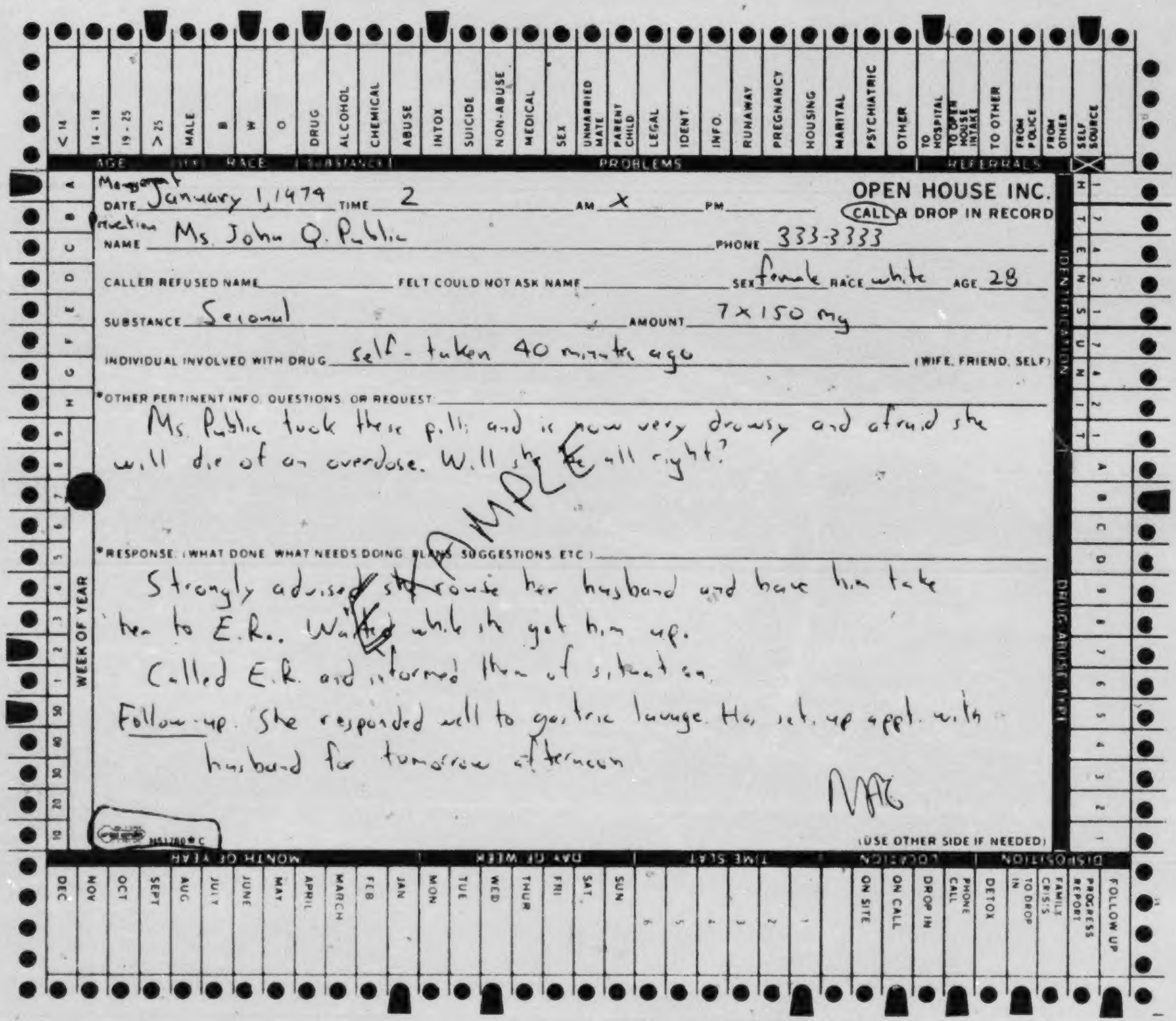
You can also see that combining either two, three, or four of the numbers will also add-up to numbers above 9; i.e., 3 + 7 = 10; 4 + 7 = 11; 2 + 3 + 7 = 12; etc.

The center of each card is blank. You can write anything there you want, e.g., a narrative summary of the data represented by the punched holes. It can also be used as a place for a "recording key" or for instructions. A recording key explains what the punched holes in various code fields represent.

It may again be helpful to ask for help from someone who has used the "McBee" or similar card-sorting techniques. Also, you can read the instructions accompanying the cards.

These card sorting techniques can certainly be useful particularly for Hotlines with a large volume of calls. Some Hotlines have actually combined the card-sort concept with their call sheet or phone record forms.

Note: Design your own! For example, use 3"x 5" or 5"x 7" index cards and create a simple code around the edges of the card. Many programs have staff who would thrive on such a task.


AGE
< 14
14 - 18
19 - 25
> 25
SEX
MALE
RACE
B
W
O
SUBSTANCE
DRUG
ALCOHOL
CHEMICAL
PROBLEMS
ABUSE
INTOX
SUICIDE
NON-ABUSE
MEDICAL
SEX
UNMARRIED MATE
PARENT CHILD
LEGAL
IDENT.
INFO.
RUNAWAY
PREGNANCY
HOUSING
MARITAL
PSYCHIATRIC
OTHER
REFERRALS
TO HOSPITAL
TO OPEN HOUSE INTAKE
TO OTHER
FROM POLICE
FROM OTHER
SELF SOURCE
IDENTIFICATION
DRUG ABUSE TYPE
WEEK OF YEAR
MONTH OF YEAR
DEC
NOV
OCT
SEPT
AUG
JULY
JUNE
MAY
APRIL
MARCH
FEB
JAN
DAY OF WEEK
MON
TUE
WED
THUR
FRI
SAT.
SUN
TIME SLAT
6
5
4
3
2
1
LOCATION
ON SITE
ON CALL
DROP IN
PHONE CALL
DISPOSITION
DETOX
TO DROP IN
FAMILY CRISIS
PROGRESS REPORT
FOLLOW UP

OPEN HOUSE INC.
[✓ CALL] & DROP IN RECORD

Margaret

DATE January 1, 1974 TIME 2 AM x PM

Protection

NAME Ms. John Q. Public PHONE 333-3333

CALLER REFUSED NAME ______ FELT COULD NOT ASK NAME ______ SEX female RACE white AGE 28

SUBSTANCE Seconal AMOUNT 7 x 150 mg

INDIVIDUAL INVOLVED WITH DRUG self - taken 40 minutes ago (WIFE, FRIEND, SELF)

*OTHER PERTINENT INFO. QUESTIONS OR REQUEST

Ms. Public took these pills and is now very drowsy and afraid she will die of an overdose. Will she be all right?

EXAMPLE

*RESPONSE. (WHAT DONE WHAT NEEDS DOING PLANS SUGGESTIONS ETC.)

Strongly advised she rouse her husband and have him take her to E.R.. Waited while she got him up.

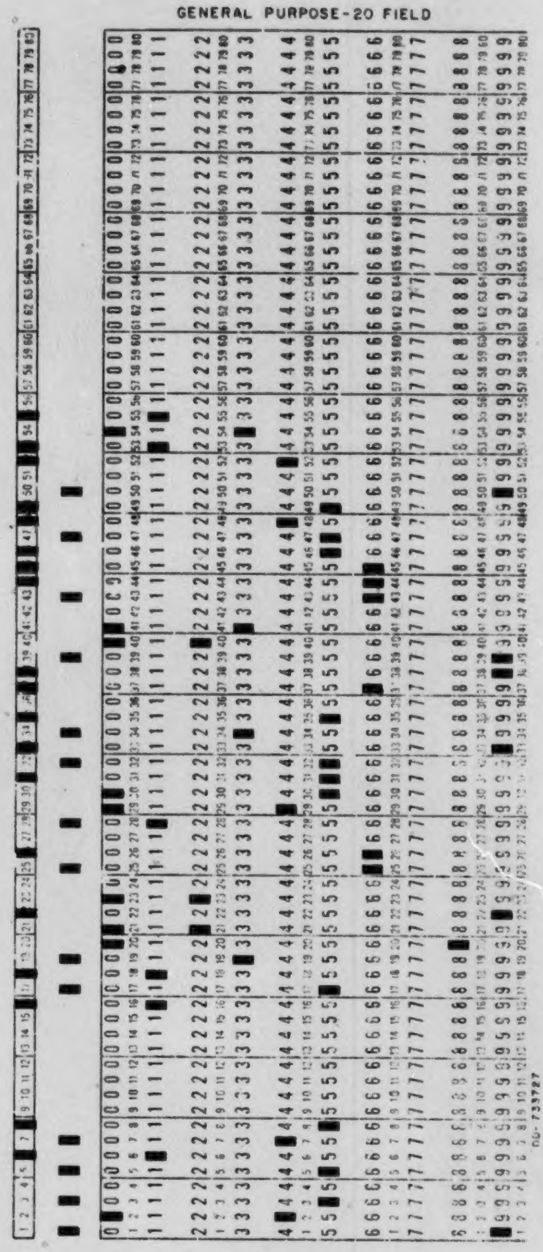
Called E.R. and informed them of situation.

Follow-up. She responded well to gastric lavage. Have set up appt. with husband for tomorrow afternoon

MAG

(USE OTHER SIDE IF NEEDED)

Examples of electronic data processing card and print outs (computer print outs) follow.


GENERAL PURPOSE-20 FIELD
DD-733727

```
ANALYSIS OF EXCHANGE QUESTIONNAIRE NO. 2                                            08/02/73      PAGE   96

FILE    CYBREXG2 (CREATION DATE =  08/02/73 )

VARIABLE    VAR042      SIZE AREA SERVED

      CODE
                I
      0.00      ******* (     29)    3.9 PCT
                I     N.A.
                I
                I
      1.00      ***************************** (    139)  18.9 PCT
                I     UNDER 50,000
                I
                I
      2.00      ******************************************************* (    270)  36.7 PCT
                I     50,000-250,000
                I
                I
      3.00      ********************************* (    162)  22.0 PCT
                I     250,000-1,000000
                I
                I
      4.00      ***************************** (    135)  18.4 PCT
                I     OVER 1,000,000
                I
                I.........I.........I.........I.........I.........I.........I.........I.........I.........I.........I
                0        50        100       150       200       250       300       350       400       450       500
                FREQUENCY

STATISTICS..

MEAN               2.320           STD ERROR         .040           MEDIAN          2.239

MODE               2.000           STD DEV          1.096           VARIANCE        1.201

KURTOSIS           -.755           SKEWNESS          .001           RANGE           4.000

MINIMUM           -0.000           MAXIMUM          4.000

VALID   OBSERVATIONS -         735
MISSING OBSERVATIONS -           0
```

```
ANALYSIS OF EXCHANGE QUESTIONNAIRE NO. 2                                08/02/73     PAGE  95

FILE    CYUREXG2 (CREATION DATE =  08/02/73 )

VARIABLE    VAR042      SIZE AREA SERVED

VALUE LABEL                              VALUE   ABSOLUTE    RELATIVE    ADJUSTED   CUMULATIVE
                                                 FREQUENCY   FREQUENCY   FREQUENCY   ADJ FREQ
                                                             (PERCENT)   (PERCENT)   (PERCENT)
                                         - - - - - - - - - - - - - - - - - - - - - - - - - - -

N.A.                                      0.00       29         3.9         3.9         3.9
UNDER 50,000                              1.00      139        18.9        18.9        22.9
50,000-250,000                            2.00      270        36.7        36.7        59.6
250,000-1,000000                          3.00      162        22.0        22.0        81.6
OVER 1,000,000                            4.00      135        18.4        18.4       100.0
                                                 -------     -------     -------     -------
                                         TOTAL      735       100.0       100.0       100.0
```

```
ANALYSIS OF EXCHANGE QUESTIONNAIRE NO. 2                                              09/10/73      PAGE  106

FILE   CYDPEXG2 (CREATION DATE =  09/10/73 )

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
    VAR035    EVALUATION FREQUENCY                                          BY  VAR016    NUMBER PAID  STAFF
CONTROLLING FOR..
    VAR013    PURPOSE OF AGENCY                                             VALUE          1.00  TELEPHONE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  2

                  VAR016
          COUNT   I
          ROW PCT IN.A.      NONE      1 TO 3   4 TO 10  MORE THA              ROW
          COL PCT I                                      N 10                  TOTAL
          TOT PCT I     0.00I     1.00I     2.00I     3.00I     4.00I     5.00I
VAR035    --------I--------I--------I--------I--------I--------I--------I
            0.00  I      1  I     10  I     19  I      8  I      1  I      0  I     39
  N.A.            I    2.6  I   25.6  I   48.7  I   20.5  I    2.6  I    0.0  I    9.4
                  I   50.0  I    8.3  I    9.5  I   11.1  I    5.9  I    0.0  I
                  I     .2  I    2.4  I    4.6  I    1.9  I     .2  I    0.0  I
                 -I--------I--------I--------I--------I--------I--------I
            1.00  I      1  I     11  I     21  I      9  I      5  I      0  I     47
  EVERY YEAR      I    2.1  I   23.4  I   44.7  I   19.1  I   10.6  I    0.0  I   11.4
                  I   50.0  I    9.1  I   10.4  I   12.5  I   29.4  I    0.0  I
                  I     .2  I    2.7  I    5.1  I    2.2  I    1.2  I    0.0  I
                 -I--------I--------I--------I--------I--------I--------I
            2.00  I      0  I     16  I     26  I      7  I      3  I      0  I     52
  EVERY 6 MONTHS  I    0.0  I   30.8  I   50.0  I   13.5  I    5.8  I    0.0  I   12.6
                  I    0.0  I   13.2  I   12.9  I    9.7  I   17.6  I    0.0  I
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            3.00  I      0  I     27  I     42  I     18  I      3  I      0  I     90
  EVERY 3 MONTHS  I    0.0  I   30.0  I   46.7  I   20.0  I    3.3  I    0.0  I   21.7
                  I    0.0  I   22.3  I   20.9  I   25.0  I   17.6  I    0.0  I
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            4.00  I      0  I     52  I     78  I     27  I      4  I      0  I    161
  OTHER           I    0.0  I   32.3  I   48.4  I   16.8  I    2.5  I    0.0  I   38.9
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                  I    0.0  I   12.6  I   18.8  I    6.5  I    1.0  I    0.0  I
                 -I--------I--------I--------I--------I--------I--------I
            6.00  I      0  I      0  I      0  I      1  I      0  I      0  I      1
  YEARLY,3MONTHS  I    0.0  I    0.0  I    0.0  I  100.0  I    0.0  I    0.0  I     .2
                  I    0.0  I    0.0  I    0.0  I    1.4  I    0.0  I    0.0  I
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            7.00  I      0  I      1  I      3  I      0  I      1  I      1  I      6
  YEARLY,OTHER    I    0.0  I   16.7  I   50.0  I    0.0  I   16.7  I   16.7  I    1.4
                  I    0.0  I     .8  I    1.5  I    0.0  I    5.9  I  100.0  I
                  I    0.0  I     .2  I     .7  I    0.0  I     .2  I     .2  I
                 -I--------I--------I--------I--------I--------I--------I
          COLUMN         2       121       201        72        17         1       414
           TOTAL        .5      29.2      48.6      17.4       4.1        .2     100.0
 (CONTINUED)
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EVALUATION

PART VIII

TOPICS RELATED TO PROGRAM EVALUATION

Purpose: To present an array of topics, issues and concerns important to Hotline and Crisis Center staff.

Chapter:	Page:
43. Accountability	396
44. Anonymity: A Special Problem For Hotline Evaluation	398
45. On Community	403
46. Consultants And Consultation	405
47. Making Decisions	409
48. Some Thoughts On The Relation Among Policy-making, Evaluation And Decision-making.	412
49. Needs, Wants, Problems	415
50. Program Goals And Objectives	419

ACCOUNTABILITY

Purpose:

To introduce the idea of accountability, a word which is often used in discussions of programs and program evaluation.

Words	Questions
accountable	Who are we accountable to?
answerable to	What are we accountable for?
responsible for	To whom do we have responsibility for what?
control	Is accountability a way for them to control us?
evaluation	Is accountability a way for us to control ourselves?
community	
proof	Does accountability have anything to do with "control?"
	What is the connection between accountability and evaluation?

See Baizerman, 1974, in Bibliography.

Accountability is a word and an idea with a long history in political thought, social thought and moral thought. It is a word and an idea which is now very important. The word and the idea are now found linked to other words such as: funding, evaluation, control, community.

> On the day when crime dons
> the apparel of innocence--
> through a curious transposition peculiar to our times--
> it is innocence that is
> called upon to justify itself.
>
> Camus

The word and the idea cover several notions which likely affect you and several questions which some of you have.

Some of the notions which likely affect you are:

- Prove that you are doing something that no one else is doing, etc.

- Prove that you are doing something good or of high quality.

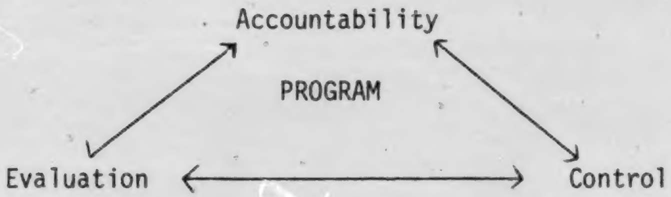
- Evaluate what you are doing.

- Someone (some group, some agency) really has control over you.

- We are accountable to: ourselves, our callers, our community, who we think we are accountable to...

Some of the questions many of you have are listed above.

As long as outside funding is tied to service evaluation, accountability can be (experienced, thought of as) control.



SEM IS a way for you to maximize control over these processes.

ANONYMITY: A SPECIAL PROBLEM FOR HOTLINE EVALUATION

Purpose:

To suggest some ways of collecting data about the results of the phone call without violating the spirit or practice of client anonymity.

Words	Questions
anonymous	How can we follow-up callers who are anonymous?
anonymity	Can you evaluate a program if you don't know who are the clients?
confidentiality	Should we ask callers their names?
pseudonym	
forms	
records	
follow-up study	

See also Chapter 38, page 308, The Call.

The acceptance of the personal and social value of caller anonymity is a problem from the perspective of evaluating agency interaction, referrals and other actions of callers.

There are ways of dealing with this problem which do not violate the social norm of anonymity; or the ethics of service or research. It is possible to get some information on referrals and on other aspects of your service while respecting caller anonymity.

This problem must be dealt with if you want information from callers or drop-ins; i.e., client response.

Some Ideas and Some Things You Can Do

See: Baizerman; Genthner in Bibliography.

All of these ideas and practices are to be done ONLY with the informed consent--the knowing approval--of the Hotline staff and board and of the caller. This is the central issue of RESEARCH ETHICS.

1. Pseudonym

The caller who agrees can be given a made-up name such as Peter, Jose, Mary, Catherine and be asked to call back at a certain time and to use that name.

2. First Name

The caller who agrees can use his/her first name and be asked to call back at a certain time and to use that name.

3. Taping the Call

Some programs tape the call. This can be done only if the caller knows about this and agrees to it. This is an ethical issue and a crucial one.

4. End of Call

Ask caller at end of call what (s)he thought of the service(s) (s)he received.

Some methods only use the listener's or operator's rating of the call. We think that this is insufficient. You need information from the caller, too.

5. Rates

See Chapter 13, Facts Analysis, page 68.

You can compare the number and kind of referrals from hotline to the number and kind of intakes at agencies to which referrals were made.

6. Less Direct Means

For more, See Chapter 38, On Evaluation, page 271.

You can learn about the results of service on people in even less direct ways than those suggested.

(a) set up a panel of people in the community who you speak to every so often. Ask each person individually if (s)he has used your hotline and what the results were.

(b) set up a group of youth from the community who meet as a group regularly. Do same as (a). REMEMBER: Confidentiality. Don't ask a person, in front of the group, about the service without his/her permission.

(c) do a survey of some part of your target group and ask questions of individuals about their experiences with your program. REMEMBER: confidentiality, as with (b).

Discussion of Issues

Several issues join in a discussion of client anonymity. These have to do with different conceptions of evaluation and the choices you have to make.

1. "Evaluation of a program is the evaluation of the service given to clients."

- some say that this is the core of service evaluation.
- some say that it is the only subject which should be evaluated.
- we say that it is one of many subjects or processes which should be monitored and evaluated constantly.

2. "Evaluation of the call means evaluation of the process of the call."

- some say that it is what occurs during the call that is the crucial content to evaluate. This is evaluation of the counseling or rapping or treatment process.
- others say that it is what occurs as a result of the call or drop-in encounter which is the crucial content for evaluation.

Many who focus on the process use the model of Carkoff or try to study the process of "creative listening."

See References, Truax and Carkhuff, page 464.

Those who want to evaluate the consequences of the call or drop-in, the results, have to come to terms with the issue of finding (usually) anonymous callers. That's why these issues were discussed.

Those who critique the evaluation of process ask the question: So what if the process was good?; It is what happens to the person during the next hours, days or weeks that is crucial, they say."

You may want to think about and discuss these issues. These are crucial and difficult, but necessary. You will probably have to take a stand on these at some time. To say you will do both process and result evaluation is not really an answer because usually you won't have the time, money or expertise to do both adequately. Again, these are very complicated issues of research and evaluation practice.

For example:

- how do we conceptualize client change?
- how can we measure this change?
- what data are needed to conclude that change had occurred?
- etc.

ON COMMUNITY

Purpose:

To present some of the meanings of the word "community" to help you clarify what you mean when you use the word.

Words	Questions
community	Where is our community?
group	Who is our community?
neighborhood	Are we a community?

Community Means:

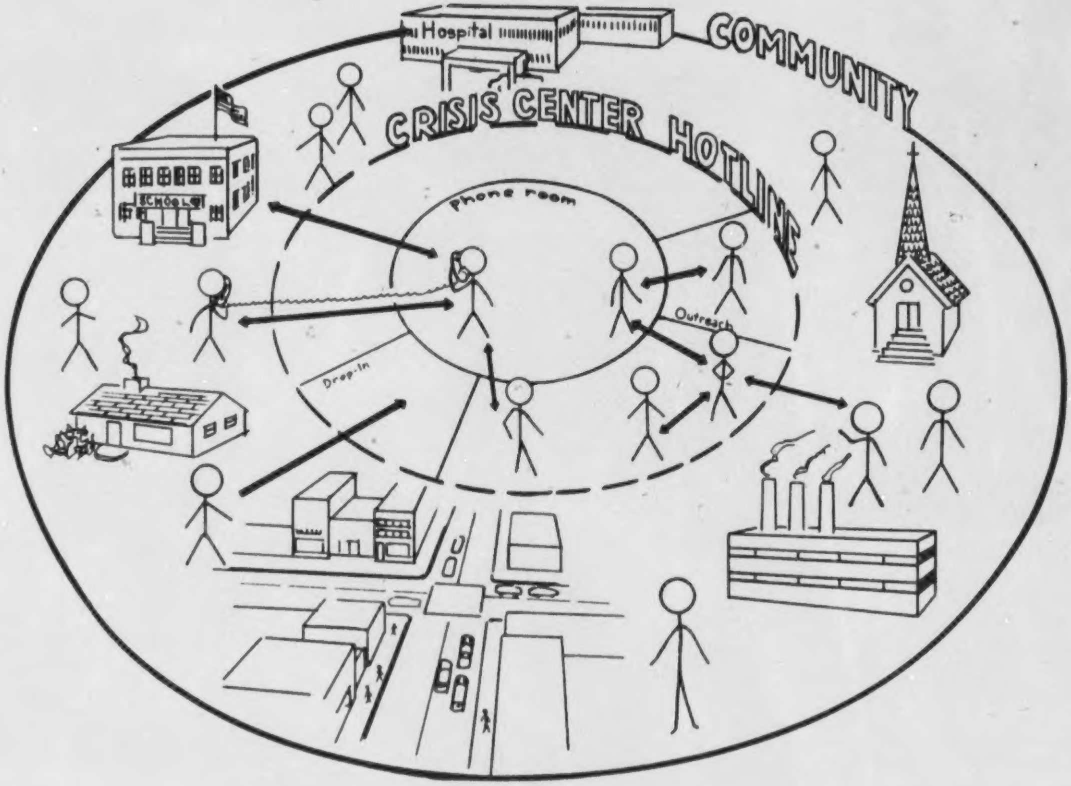
- People living in a geographic place.
- Vibes; feelings and togetherness; something more than any one person; a heavy and a good thing.
- A "thing," like a "body," like "community health" or the "health of a community."
- A political and social ideology (values and beliefs) about what ought to be the way people relate to one another.
- A word which potentiates other words like alcohol potentiates the effects of a pill, i.e., makes other words more symbolically powerful.
- A kind of people, like "my kind of people" or like poor people, young people and other people.

See Chapter 14, Who Shall We Serve?, page 75.

The idea and the word "community" are important in program planning, evaluation, program legitimacy, among other processes and topics.

"Community" is a word with many meanings. When the word is used to discuss evaluation it has different meanings than when it is used to discuss program legitimacy.

It is important to be clear in program evaluation about which meaning of "community" is being used.


Hospital
COMMUNITY
CRISIS CENTER HOTLINE
SCHOOL
Phone room
Outreach
Drop-in

CONSULTANTS AND CONSULTATION

Purpose:

To introduce the topic of consultation, a very frequent and important subject in Hotlines and crisis centers.

A short, simple discussion is presented, with five questions which could be thought about and discussed by staff.

Consultation can be evaluated as part of program self-evaluation.

Words	Questions
consultant	When might we use a consultant?
consultation	How do we evaluate the consultant?
technical assistance	What can a consultant give to us?
expert	Who are our consultants?
professional	How much do consultants cost?
	How can we get a consultant?

A consultant is a person in the social role of consultant. The social role of consultant includes general expectations that this person: knows something which could be helpful or useful to us; will spend time with us helping us; is an 'expert' in some area; someone who will help us get out of this jam; etc.

There are many issues about consultants which may be worth thinking about. Among these are:

- consultants who are professionals in mental health or in other areas may try to get us to be like them and do things the way they do them.

- consultants are only around for a short time and this is not long enough for them to understand our situation.

- a consultant may really know his/her stuff, but not work-out with us because of personality, style and or value reasons.

- some consultants want to do their trip more than they want to help us with our problems.

Many people act as consultants to Hotlines and crisis centers. Some of these are individuals who have a profession such as M.D., R.N., Public Health Nurse (PHN), social worker, psychiatrist, psychologist; others of these individuals are invited to be consultants because of their unique skill or experiences or knowledge. Yet others are invited because of their political connections or for internal and/or external political reasons.

e.g., with drugs

See, e.g., Baizerman & Hall in Bibliography.

Consultants can be paid or unpaid; and they can be employed by some other agency, self-employed (e.g. M.D.), underemployed (e.g., researcher working as a taxi driver), or unemployed. Some consultants have their own company.

Consultants may know content, skill, process or a combination of these.

A person becomes a consultant to your program and to people within it when you work out a "contract"--a joint understanding of your relationship.

Consultants can be found or can be created--as when you ask someone to consult with you.

You may want to use a Research Consultant at some point while you are working on SEM. One kind of research consultant knows about computers and statistics, and about "research design" and measurement.

Five questions which you might want to think about and discuss are:

1. Do you need (want) a consultant?
2. How do we find out who out there is or could become our consultant?
3. How do we get a consultant?
4. How do we define a contract with a consultant?
5. How do (can) we evaluate the consultant?

Consultation is a skill and no more than a person's knowledge about a subject. Consultation is a social process of working with people, and the skills of a consultant must include social process skills.

Knowing how to be a consultee is also important. You have to know when you might need or want a consultant, how to negotiate a consultation contract, how to work with a consultant.

There are few good consultants.

There are few good consultees.

Consultation is a social system of at least a consultant and consultee--just like a phone call is a system of caller and listener. Joint expectations of each participant must be clarified.

All of this is obvious. Much of this is not put into practice. Many consultations are poorly done. No one is happy. No one learns. This happens far too often.

I KNOW THAT YOU BELIEVE YOU UNDERSTAND WHAT YOU THINK I SAID, BUT I AM NOT SURE YOU REALIZE THAT WHAT YOU HEARD IS NOT WHAT I MEANT.

MAKING DECISIONS

Purpose:

Everyone talks about making decisions because decision-making is a central process in an organization. Decision-making as a process is related to authority, power, direction of the organization and many other very important processes. It is a sociopolitical process.

Decision-making is also a managerial process, a counseling process, a psychological process.

Here we introduce some of these topics.

Words

decision(s)

making decisions

decision-making structure

deciding

judging

political structure

power (and sharing it)

authority

levels of decision-making

consequences of a decision

inputs to a decision

the process of decision-making

policy

Phrases

We must decide about ________________.

This requires a decision; who should decide that?

I want to participate in that decision!

This hotline is elitist!

The people should decide!

"Decisions, decisions, decisions!" We all make them all the time, sometimes actively and sometimes passively--as when we don't decide and hence somehow decide not to decide. No one really knows how people decide something. Social scientists have some ideas as do we all. Most of us can say that we haven't decided yet or that we have decided; but it is almost impossible to tell someone else how we actually decided something.

Yet, everyday we do in fact decide between options--on the phone, with a drop-in, in making a staff schedule, on allocating money and on a million other issues.

Maybe it is helpful to divide decision-making into social and psychological parts. The social parts include:

- who is in on what issues which one (or more) of us wants to make a decision on or about;
- what will likely happen and will likely not happen if we decide on A, B, or C;
- when and how does an issue or situation come to be thought of as requiring a decision;
- how are issues or situations defined when someone wants a decision to be made;
- etc.

The psychological parts include:

- when I am expected to or need to participate in or to make a decision, I feel like ____________________; or I worry about ________________; or I ______________________________________.
- I don't have trouble making decisions about __________________ or about ____________________________; but I do have trouble deciding about ___________________________ and about ______________________________; and about _________________________________.
- I believe that the best decisions (or good decisions):
  - "come from the gut"
  - "can't be made without feeling stress"
  - "can't be made without going through personal anguish ("hell")"

- "will never (or rarely) hurt someone else"
- etc.

The social parts of decision-making get at the social patterns and social situations and social norms and social values, etc. of how decisions are made by staff. The psychological parts get at how staff feel about themselves and the social parts of decision-making in the program.

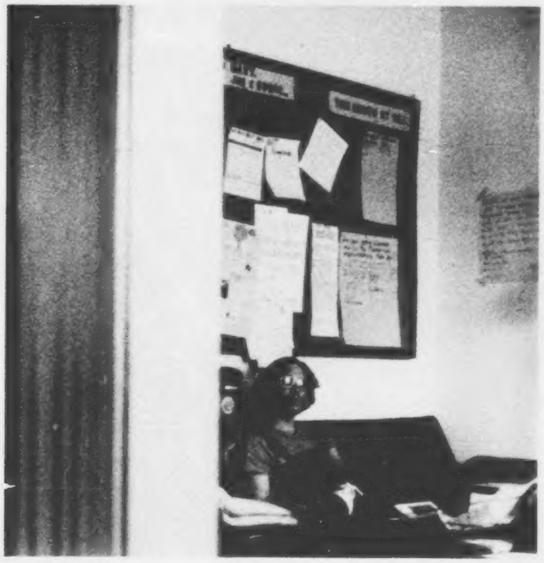
SEM IS A WAY WHICH STAFF CAN USE TO MAKE DECISIONS

SEM does not help you:

- decide
- or - make the right decision
- or - make the best decision
- or - feel better about the decision

It does help make the decision question clear and the decision-option(s) clear.

The rest is life!



SOME THOUGHTS ON THE RELATION AMONG POLICY-MAKING, EVALUATION AND DECISION-MAKING

Purpose:

To raise some issues about the relation of SEM to decision-making and to agency policies.

Some people argue that you can't do an evaluation of a program if the program keeps changing--if the staff activities, program objectives and goals keep shifting. This position is sometimes hard for program people to accept because they know the reality of their program and they know that a good program "meets the people where they're at." This means that programs change as "the people" change; and as staff beliefs and skills change, etc.

The SEM was developed with the belief that staff and programs--especially Hotlines and crisis centers--are in constant flux. That's why we developed the idea of constructing program objectives at the time you have your information in front of you.

See Baizerman, 1975 in Bibliography.

We also believe that when you ask people to write down program goals and objectives, they often write down staff which seems "canned," which doesn't seem ALIVE.

Partly this comes from taking a live program and putting it down on paper in a certain sentence structure, e.g., The purpose of this service is to --, or, the objective is to do X. Partly this comes from a notion that we can't write down what we really do because we don't want to... And partly it comes from the notion that "if we put something down, we'll get held to it and then we won't be able to change."

All of this seems to tie into a conception of evaluation which is a judgement someone makes on a certain day (July 23) using certain numbers (e.g., 3,000 calls) to conclude that the program is or is not effective. We think that it just isn't that simple, even if it is what often happens!

This notion of evaluation is similar to some people's notion of policy-making: policy is made once and for all. It isn't, it is made and re-made endlessly. The person who wrote these sentences wrote an article called "The Science of Muddling Through." His ideas are worth thinking about.

See Lindbloom in Bibliography

The author has written about a method of policy-making called "successive comparison." In this method, people decide, get more information, decide again, over and over, endlessly. This is one idea behind the SEM.

He also has discussed incremental (jointed and disjointed) decision-making--deciding in steps over time about a part of the issue. This too is part of the SEM.

Lindbloom, the author, discussed the notions of "successive approximation"--smaller units or outcomes compared; outcomes or services or programs which differ in relatively minor ways compared. This too is part of the SEM.

When all this is put together, the result is a way of looking at evaluation, at monitoring and at policy-making in which all are similar, on-going, piece by piece, comparative, decision processes. This is one way to look at the SEM.

NEEDS, WANTS, PROBLEMS

Purpose:

You are presented with some notions about three crucial ideas--"need," "want," "problem."

It is our experience that these words are used everyday to argue for or against some important point. Since the words have many meanings, the discussions using them often become fuzzy.

Words	Questions
need	I want __________________________.
want	I need __________________________.
problem	He wants ___________________________________.
deficiency	He needs ___________________________; or I think and/or I feel that he (she they) need(s) ________
motive	________________ is a basic need.
intent	________________ was done because of his/her needs.
cause	________________ has dependency needs.
situation	________________ has a need to be involved.
fact(s)	________________ wants to be involved.
have to	Here are the facts This is the problem We've got to solve this problem

Who shall we serve?

See Chapter 14, Who Shall We Serve?, page 75.

We want to discuss these words and ideas because *we* think and believe that *you need* to be aware of these. Right? No! *We want* you to read this stuff because *we think* that it is good stuff which may be helpful to you. *It's up to you* to decide whether *you want* to read it.

SEM is built upon a notion that these three words--needs, wants, problems--are crucially important in any discussion of program and program evaluation.

Needs

The word "need(s)" is found in phrases like those above. The word is used to mean at least these ideas:

- need is a stronger reason for something than wants; it often gives more legitimacy to something than does wants. "I need money," is somehow a more powerful statement than, "I want money."
- need sometimes means deficiency, e.g., he needs more money or they need this service.
- need sometimes means cause or motive or intent, e.g., he did that to meet his dependency needs.
- need sometimes means deficiency in a special sense, e.g., there should be 1 M.D. per 12,000 people and we have only 1 M.D. for 26,000. We need another M.D.
- needs phrases and sentences can be rephrased as:
    - I think, I believe, I feel that his needs are _________________________.
    - I think...that she wants ________________.

Wants

The word "wants" is pretty straightforward, as in a want is a want is a want.

Program planning, monitoring and evaluation are mental and social processes which use the words needs and wants. It is difficult to know, guess or learn about what "they need;" to find out what "they want" you only have to ask them!

Problem

The word "problem" is tricky too. It means:

- a barrier to
- a fact or a system of facts which I believe tell me that something is wrong or bad and about which I think something should be done, now.
- something unusual
- something to solve, to get over, to get on top of
- something to do something about

Some think Hotlines should:

- find, discover, identify problems in order to solve, ameliorate, overcome these.

Others think that Hotlines and crisis centers:

- should use the knowledge of the staff to identify who is hurting how and to make every effort to have others and yourselves consider this a problem--something they want to do something about.

IMPORTANT POINT!!

Problems are made by people in the social process of using values, beliefs and feelings to transform facts, situations, conditions, etc., into a problem and onto the agenda for high priority action.

See Baizerman & Hall in Bibliography.

Many manuals and guides to program management start at the point where staff define or uncover a problem. These books then suggest steps which will help you solve or overcome this problem.

"Problem-solving" is the phrase usually used to describe these approaches.

Note that we wrote problem creation and not problem identification or problem definition.

See Universal Traveler for steps useful for problem-solving.

Note that ASKING QUESTIONS is the SEM approach to DEFINING PROBLEMS.

Note that CHANGING THE FACTS IS SEM language for SOLVING THE PROBLEM.

Note: The words "needs assessments" were not used, on purpose. As you can probably guess by now, we are not sure what a needs assessment really is. Are you?

If "needs assessment" means "find out what they need," then SEM can help you do it. If it means "find out what they want," then ask "them"--SEM can help here too.

If needs assessment means that you figure out what they need without talking with them, then see Part III of SEM.

If needs assessment means none of these, what does it mean? When you answer this question, check to see if you can find help in this Handbook.

PROGRAM GOALS AND OBJECTIVES

Purpose:

To introduce the concepts of program goals and program objectives.

Words	Questions
goals	What are our program goals?
objectives	What are our personal goals?
measurement	What should be our program goals?
planning	How can we measure whether we have achieved our goals?

SEM differs from most other models of evaluation in its emphasis on defining objectives-in-action--after you have some facts about how the program is doing in some specific area.

Most people say that it is crucial that a program have clear goals and very clear, measurable, objectives. Without these, they argue, you never can tell where you want to go and if you are getting there. People say that these goals and objectives:

- should be formulated before or just after a program begins
- should be revised several times in light of experience
- should be written down
- should include behavioral measures
- should, should, should

SEM is built in part on the notion of "grounding" objectives and there is little in the Handbook about broad statements of program goals.

Most articles and books on evaluation have chapters on goals.

The position taken here is that the usual way is OK; but that there are some problems with how it is actually used. Some of these problems are:

- goals are often so broad they become useless and meaningless
- objectives change so often--and maybe should change often--that these too are ignored in everyday work

The SEM is a different approach to the subject of program goals and objectives. SEM stresses the idea that whenever staff decide about or judge data to learn if their question is answered, the staff is setting objectives. SEM, then, is an ongoing process of formulating and setting objectives.

TO JUDGE DATA IS TO DECIDE WHETHER OR NOT
AND TO WHAT EXTENT WE HAVE DONE WHAT WE WANTED
TO DO.

INFORMATION DIRECTORY
ATTEN

PART IX

EVALUATION II: ANOTHER LOOK

Purpose: To present a review of the literature on Hotline evaluation and more complex issues about program evaluation.

Chapter:	Page:
51. The Evaluation Of Hotlines And Crisis Phone Centers: A Select Review And A New Proposal	421
52. Pilot Study Of Select Hotline Data	434
53. Technical Notes To SEM	443
54. Comments On Facts Analysis	450
55. Association: Some Notes	451
56. SEM As A Cognitive Map Of Evaluation	454
57. Evaluation And The Telephone Company	457

THE EVALUATION OF HOTLINES AND CRISIS PHONE CENTERS:

A SELECT REVIEW AND A NEW PROPOSAL

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This paper is part of a project for the development of a self-evaluative model for youth-oriented telephone hotlines and crisis centers. (NIMH Grant No. 5-R01 - MH - 24455).

The purpose of this paper is to present a review of those major investigations which have been conducted regarding the evaluation of hotlines and crisis phone centers. The literature search upon which this review was based spanned a six-year period, from 1969 to the present. In addition, a brief presentation is made of a new proposal for developing a "self-evaluative" method applicable to the crisis phone service.

CONSIDERATIONS FOR HOTLINE EVALUATION

With the rapid establishment of over 2,000 hotlines and crisis phone centers throughout the United States and Canada since the mid-1960's, a general need for more rigorous assessment and evaluation has developed. Initial attempts at evaluation were often methodologically weak and subjectively biased thereby providing a means of obtaining some degree of "self-validation" rather than "self-evaluation" (Baizerman, 1974). As these services became more bureaucratically and administratively sophisticated, the necessity for both internal monitoring of agency operations, as well as the evaluation of the external impact of such services on the community became more apparent.

However, the evaluation of hotlines and crisis phone services presents some formidable problems. The development of an empirically sound, and yet efficient methodology for the evaluation of human services has been looked upon by many as an attainable, but distant, goal. Many suggestions have been made as to how to revise and improve existing evaluative methods in order to make them applicable to human services. In addition to the lack of an established metholodology for evaluative research, hotlines and crisis phone services are confronted by many difficulties which are inherent in the very nature of the philosophy and type of service offered by the organization itself. Four such difficulties are presented here: 1) Historically, many hotlines were established as and associated with "alternative" services for counter-culture youth. Alienated and fearing reprisals from the traditional human service organizations, youth readily turned to the hotline phone services as a means of getting "straight" information and advice on "hip" issues, i.e., drugs, sex, the draft, etc. As part of its identification with the disenfranchised society, the hotline incorporated into its self-identity an aversion to the connotations of traditional evaluative research. i.e., monitoring, quality control, supervision, record-keeping, assessment, etc. The primary objective of the hotline service is to provide a non-judgmental, listening ear with an emphasis on qualities such as openness and acceptance rather than the acquisition of "hard data" through "interrogating" the caller. 2) The service is provided anonymously. The clients or consumers of most hotlines are not only "faceless" phone callers, but are under no normative obligation to identify themselves as to person or place. In fact, the emphasis on anonymity for both the volunteer listener as well as for the caller is seen as an essential aspect for developing rapport and mutual trust between the crisis phone service and its population of consumers. Consequently, hotline volunteers often interpret the gathering of specific information as a detriment and an intrusion into the privacy and confidentiality of the caller-listener relationship. 3) Another philosophical principle often held by hotline volunteers is the "do your own thing" orientation. As crisis phone listeners, the volunteers are trained to use their natural listening skills in an accurate, genuine, and non-threatening manner. The emphasis is on "tuning in" to where the caller "is at" in the here and now, and using one's own feelings, or "gut reactions," as a technique to provide a periodic status check on the phone call transaction. This focusing on the personal and subjective characteristics of the interpersonal interaction between the hotline listener and the caller in crisis often precludes any attempt to monitor or assess the quality or "effectiveness" of that particular interaction. After being encouraged to be honest, open, and spontaneous the volunteer listener may interpret attempts to evaluate the quality of his/her listening ability as inhibiting the natural, free-flow process of conversation. 4) One other difficulty with evaluation within the hotline setting is the lack of time and energy needed to conduct such endeavors due to the tremendous demand for immediate service. Oftentimes, volunteer listeners feel that they are "controlled by the phones themselves." Also the constant expectation of crisis which needs immediate attention leaves little time for contemplation or reflection. Research and evaluation are often looked upon as luxuries which the hotline cannot afford. Yet some evaluative efforts have been made and these are presented and discussed below.

A REVIEW OF PREVIOUS INVESTIGATIONS

In spite of these basic difficulties, evaluation of the quality of service has become an increasingly, greater need for both the internal management of hotline phone services and external credibility with the community. Evaluative research can be categorized into at least four major approaches (Zusman and Ross, 1969; DeGeyndt, 1970). These approaches are: 1) the study of organizational structure, 2) the study of outcome, 3) the study of process, and 4) the study of impact.

Studies of Organizational Structure

Initially, many of the studies of hotlines and crisis phone services were descriptive analyses of the organization. These could be categorized as a "structural" approach to evaluating the effectiveness of the hotline organization. Narrative descriptions were often presented about how the phone service was established, methods of publicity, recruitment techniques, training procedures, and availability to the public (Falk, 1971; McCarthy and Berman, 1971; Berman, et al, 1973; Garell, 1971; Schmitz and Mickelson, 1972). Descriptive Statistics (e.g., frequency counts, percentage distributions) were used to tally and document how much and how many kinds of service were provided by the hotline over a certain period of time. Using demographic variables, such as, age, sex, and race, a description of the callers served, as well as the hotline's classification regarding the type of problem presented and type of intervention suggested were reported extensively in many articles. Few cross-tabulations or detailed statistical analyses were performed. These structural and quantitative descriptions of various individual crisis phone services still did not provide answers about the quality and effectiveness of the service.

Outcome Studies

Serious attempts have been directed towards evaluating the "outcome" of contact with a crisis service. It is recognized that many of these investigations were conducted by agencies which might be classified as "professional" rather than counter-culture, youth-oriented, or para-professional organizations. The former are included in this presentation because certain aspects of these evaluative techniques are applicable to hotlines. Lester (1970) presented a number of interesting ideas for the evaluation of a suicide prevention center. He proposed using certain measures to evaluate the agency's service, such as: 1) counselor-rated improvement of the caller as a result of telephone contact, 2) referral success both in regard to those referred to the suicide prevention center, as well as other agencies, 3) interviews with high risk groups, such as attempted suicides, to see whether they have heard or had contact with the center, and 4) examination of death certificates of completed suicides to assess how many had been known to have had contact with the center. In subsequent articles, Lester (1970 b,c,d) offered additional suggestions and examples of monitoring and evaluating a suicide prevention center's operations.

Bagley (1971) conducted a rather extensive comparison of fifteen towns in England which had suicide prevention agencies (the Samaritans) and fifteen other towns without such service (the control group). His results indicated that the suicide rate had significantly decreased in those towns with suicide prevention agencies while the suicide rate increased in those towns without such service. Motto (1971) interviewed 575 inpatients who were admitted to a mental health service due to seriously depressed and suicidal states or had actually attempted suicide. He found that 11% of the patients had used the services provided by the local suicide prevention center, and that 59% of those consumers felt they had gained substantial benefits from contact with the service. Another investigating team, Sawyer et al, (1972) did a follow-up study on 53 suicides who had either contacted or been referred to a suicide prevention center. They found that 24 of the 53 suicides had direct contact with the center and 10 had actually been evaluated by the center's staff. None of the suicidal persons had recontacted the center before their deaths, and 34 of the suicides had been seen by either a physician or psychiatrist following their call to the center. They also discovered a number of other interesting characteristics relating to the former clients' relationship to the center, as well as some demographic differences between the clients who had suicided and persons who had suicided in the general population. Buchta, et al, (1973) used an experimental and a control group to study the effect of direct contact with a crisis center as opposed to the outcome success rate among clients who were referred by someone else. The control group (N=52) consisted ot those clients with whom no direct contact was made beyond advising the concerned caller about how to motivate the identified client to seek help at a particular treatment facility. The experimental group (N=63) consisted of those clients with whom every effort was made to contact them directly by the listener. In the control group, 2 clients had to be contacted directly because of an emergency or critical need, and 50 of the 63 experimental group clients were contacted directly by the listener. It was found that 60% of both groups eventually entered somekind of treatment, thus suggesting that direct contact with the crisis center made no noticeable difference in referral outcome success.

Slaikeu, et al, (1973) performed an extensive exploratory content analysis of taped telephone calls to a suicide prevention and crisis service in order to differentiate those variables which resulted in either "show" or "no show" outcomes for a referral appointment. This study was a follow-up on Lester's (1970) earlier research which found that 29% to 59% of the callers who agreed to come for an interview did in fact "show" up, and that referral effectiveness was positively related to specific caller characteristics, such as age. The most significant result of the Slaikeu, et al, (1973) study was that the more specific and concrete the listener was in his advice and instructions, as well as in finding out what problems the caller had, the more likely the caller was to actually show up for the referral appointment. A similar study concerning the clinical and technical effectiveness of telephone counseling in relationship to referral success outcome was performed by Tapp, et al, (1973). Their results indicated that the identification of a specific problem for a caller diminished the possibility of a referral success.

Murphy, et al, (1969) designed a study in which callers to a hotline were recontacted by telephone several days after they had called the hotline. They discovered that approximately 50% of the callers they recontacted had actually followed through on the advice the listener had provided during the initial call. Other follow-up investigations by Wold and Litman (1973) and Wold (1973) were designed to determine the suicidal risk characteristics of people who had contacted a suicide prevention center. Out of a random sample of 8,400 persons consisting of 417 callers who had contacted the center during 1970, 184 callers were located, and 16 had died, 9 by suicide. Intensive psychological autopsies were performed and interviews with the survivors of the suicided persons were obtained. Many interesting characteristics of these persons were analyzed on a longitudinal basis. Speer and Schultz (1975) developed an instrument for eliciting evaluative caller reactions to their calls to crisis telephone and hotline services. Callers who were willing to participate in the study were asked to rate their call to the hotline and their most recent call to a friend, relative, or acquaintance. On a refined and revised rating instrument, the telephone counselors received higher ratings than friends, family, or acquaintances. Suggestions for further replication of this research design and revised instrument in evaluating crisis telephone service were made.

Process Studies

A process study is concerned with the pattern of interaction between the therapist and patient rather than the end result of that interaction. In the context of hotline effectiveness, a number of studies focused on the assessment of the personal characteristics of a listener and the effects of these attributes on the therapeutic dimensions of the caller's subsequent attitudes and behavior. Dillon (1972) used raters to analyze the taped, three-minute excerpts from 42 volunteer listeners' conversations with caller's at a hotline. The dependent variables were designated as the caller's self-exploration, self-disclosure, and length of the phone call, along with certain personality characteristics of the listeners, while Truax and Carkhuff's (1967) dimensions of effective counseling (empathic understanding, facilitative genuineness and self-exploration) were used as the independent variables. Helper genuineness was found to be significantly correlated with the length of call and caller self-exploration. In another study, Jones, et al, (1973) designated several specific dimensions of caller and listener behavior- and these were measured with rating scales. These dimensions had been derived from previous psychological research, from theories of clinical psychology, from hotline training manuals and guidelines, and their common-sense notions about helping behavior. A total of 362 hotline calls were analyzed using certain variables which were grouped into three categories: (a) process variables, i.e., dimensions rated during the process of the call, itself; (b) end-of-call variables, i.e., dimensions rated only at the end of the call and, (c) external variables, i.e., characteristics of the operator, caller, and the call, itself. Some of the findings resulting from extensive correlational analyses were that callers were generally less accepting of their responsibility in solving their problems when the listener was highly confronting and that "satisfied" callers were generally calm, happy, friendly, had high self-esteem, accepted their responsibility for solving their own problems, were aware of their own feelings, were aware of the feelings of other people, seemed likely to call again, were close to the solution of their difficulties, self-confident about dealing with their problems, and were unlikely to be introverts.

Fowler and McGee (1972) designed a "technical effectiveness scale" as a measure of a listener's ability to record and provide relevant and accurate information during a hotline call. Kolker and Katz (1971) found that a listener's ability to report a caller's age was a strong indication of whether or not he would be able to recall other pertinent information needed to trace the origin of a suicide call or to recontact a caller who had been disconnected in a state of emergency.

Turner (1972) used Lewinian field theory to study the degree of volunteer listener participation in a campus hotline program as a function of certain biographical, personality, attitude, and program variables. His findings included the fact that personal variables seemed to influence the response to recruitment more than the program variables, and the duration of the volunteer's participation was influenced most by the program variable regarding the number of calls received each week.

Tapp and Spanier (1973) compared the personal characteristics as measured on several psychological tests between volunteer telephone counselors and nonvolunteer college students. The results indicated that the two groups did not differ regarding their self-concept, except that the volunteers had higher moral-ethical standards than their college counterparts. The volunteer group was also more self-actualizing and had greater self-openness than the college student group. McClure, et al, (1973) studied the personality characteristics of volunteers at a suicide prevention telephone service as compared to a teen hotline and found that although the two groups did not differ in regard to demographic and sociological variables, the suicide prevention group had a significantly greater degree of either prior or current emotional distress than the teen hotline volunteers. This study's results confirmed earlier findings by Lester (1971) but were contrary to Resnick's (1964) findings, regarding the number of volunteers designated as experiencing psychotic thought patterns.

Various investigators including, Williamson, *et al*, (1973), Bleach and Claiborn (1974), and Genthner (1974), have used a methodology which involved making standard bogus calls to a hotline and evaluating the listener behavior and effectiveness in handling the call. Paid assistances of the researchers pretended to need assistance with a particular when calling a hotline. The responses and comments of the hired callers remained approximately the same regardless of what the listener said, and the uninformed listener was rated by an outside observer on several dimensions while the "put on" call was going on.

Lester (1970b) and McGee, *et al*, (1972) called several hotlines and measured their "efficiency" in terms of the time delay taken to complete the phone connection to a crisis worker. Delays in answering a call included letting the phone ring, answering the phone and then placing the caller on hold, transferring the call, and a "busy" tone. Eight different telephone systems were identified by McGee, *et al*, and rated in regard to their immediacy of service. Unnecessary delays were seen as reflections of inferior and low quality service. The results of the latter survey suggested that the level of development of the program, itself, is related to the efficiency of the answering system employed at the hotline.

Impact Studies

Regarding "impact" studies, Allen and Marshall (1973) used community survey techniques to assess the perceptions, needs of, and resources available to adolescents and to evaluate attitudes toward an adolescent drop-in and service center. The results indicated that the center was identified primarily with the treatment of drug-related problems and less with general problems of youth. This perception by the community was in accord with the initial focus of the agency, but not with its contemporary goals. Nelson (1972) developed a program evaluation design which utilized the referral network to analyze the image that a hotline had within the community of helping agencies. A semantic differential scale was administered to the staff members of the other agencies and also to all the volunteer listeners at the hotline. The information and interpretations from the survey were fed back to the hotline for decision making and organizational change, if necessary.

A NEW PROPOSAL

Having reviewed the major evaluative studies which have been done of hotlines and crisis phone services, a brief presentation will be made of a new strategy for evaluating the effectiveness of such services. This approach has combined some of the techniques used in previous studies with more innovative approaches which are compatible with the policies and philosophies espoused by hotlines and crisis phone centers.

The Hotline Self-Evaluation Project was designed by the Center for Youth Development and Research, (CYDR), at the University of Minnesota, to develop and distribute a "self-evaluation" model which can be used by the staff of hotlines and youth crisis centers to measure their own effectiveness. The Project is being supported by the National Institute of Mental Health.

Two primary field sites in Minnesota were selected for the development of the model and agreed to participate in the Project: one being a suburban hotline and the other a rural youth emergency service located in a college town. Project team members had several meetings with the directors, board members, and volunteer listeners of these crisis phone services, in order to negotiate contracts of agreement with each agency involved. Outside consultants from similar agencies in a greater metropolitan area have also been utilized.

The Project is designed to emphasize the development of a qualitative and quantitative method for assessing and monitoring hotlines. The method is based on an "action process" approach to studying relevant questions and issues about the effective operation of a phone service. Questions and issues center around three foci: 1) the phone call, 2) the program, 3) the interorganizational relations with various community agencies.

Since this project is based on an "action process" approach, the first task was to create a group of representatives from the various organizational parts of the hotline such as paid staff, volunteer listeners, and board members. This group designates those issues and concerns which they view as being relevant to the effectiveness of their programs.

Information which is regularly collected at each hotline is reviewed, analyzed, and tabulated for presentation to the group of hotline personnel. They are asked to judge whether the findings gained from this information are acceptable and consistent with the policies, goals, and values of their hotline. It is necessary to explicate the evaluative criteria used by the group in making their judgments.

Evaluative criteria used by other groups, other programs, or those specified in the literature regarding crisis phone services and the people they service are presented by the Hotline Research Project team. All decisions made using each set of evaluative criteria are recorded and these criteria will be reported in the "self-evaluative" handbook.

If particular information is judged acceptable given the goals and objectives of the service, this means that the hotline has achieved what it wants to achieve for that particular aspect of its program. If a finding is not accepted, this means the hotline program has not achieved what it wants to achieve. For those findings not accepted, the group is asked to specify the goal they hope to achieve. This, then, is in part a process approach to defining operational goals. Goals so defined are more specific and measurable.

The group is asked to make suggestions as to what action could or should be taken to achieve the new goal. If the group members differ on what findings they will accept, this is shared with each member and a process begun to resolve their differences. The finding of such differences is, in turn, important to the hotline's program director as a basis for developing "hypotheses" for action regarding such issues as program management, staff recruitment, and training, among others.

Information continues to be collected for the same process whether or not the original finding was acceptable to the group. In those cases where a new goal was defined, hypotheses for action stated, and action taken, the information can be used to see if the new goal was achieved.

As this process goes on, all information currently collected is analyzed, judged by the group, accepted or not, new operational goals defined if necessary, action taken, information again collected and analyzed, and so on. This is the beginning of the "self-evaluative" method.

In addition, this approach is used to begin to examine which hypothesis for action was substantiated. That is, for those new goals chosen and achieved, hypotheses for action specified, and actions taken, which actions seem to have contributed to the goal achieved.

The information currently collected by the hotline is assumed to be less than the amount of information which could be used for evaluating the hotline program's effectiveness. The "self-evaluative" method, then, included the specification of other relevant issues about which information could be collected.

A portion of the relevant information will be gathered from meetings with panels of people in the community, as well as consultations with the primary agencies in the hotline referral system. Again, information from these sources will be tabulated, organized, and presented to the group within the hotline or crisis phone service who will utilize this information in evaluating their effectiveness in attaining their specified goals.

At this point, it might be useful to provide a brief example of how this "self-evaluative" method is intended to work. For example,

> The initial findings from the information collected were the number of phone calls received and the age of the caller. The findings indicated that most calls received were made by persons 19 and 20 years old and very few by 16 and 17 year olds. The group decided that attempts be made to increase the number of calls made by 16 and 17 year olds. It was decided that the hotline should send a speaker to some local high schools. Other alternatives for action included placing posters in the community or writing an article for the high school paper. These actions might have also achieved the specified goal.
>
> Information about the calls received from the callers of various ages continued to be collected and analyzed. These findings were again presented to the group of hotline personnel. The findings indicated that the number of callers age 16 and 17 had markedly increased and thus the goal had been achieved. It is concluded that the action taken was in part effective in achieving the desired goal. If the findings had indicated that the numbers had not increased, then the goal was not achieved and the action taken was likely not effective. Another action taken could be proposed if that was the case. Those already presented as alternative action plans

could be implemented, or others could be developed, such as making radio announcements directed toward younger people. Again, these actions would be monitored by collecting and analyzing relevant information.

In brief, this is the kind of procedure, we have begun to implement at the two primary field sites which are participating in the Hotline Research Project. It is hoped that this methodology will be an improvement when compared to earlier attempts in the area of the evaluation of human services, particularly crisis phone and hotline programs. It is the intent of the Project team to communicate the results and experiences involved in developing this "self-evaluative" process in further publications.

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PILOT STUDY OF SELECT HOTLINE DATA

Purpose:

To give an example of electronic data analysis of hotline call records.

In the Spring of 1972, the Center for Youth Development and Research was requested to process and analyze a number of phone call forms from Minneapolis YES, a local hotline. These forms were completed by the YES volunteers for every phone call during a ten week period during Fall, 1971. The forms were designed by a private firm, Youth Research Center (YRC), Minneapolis, Minnesota. The coding of the data was on the variables and parameters determined by the YRC form. A five per cent random sample of the completed forms available to us was drawn from the population of forms. (N=444). These sample forms were coded and punched on Hollerith Cards for electronic processing. The analysis of data was primarily descriptive. Frequency statistics and a few simple two by two tables were drawn as per the YES request. These same data were analyzed later in light of some of the ideas discussed here. Data were interpreted in two by two and in two by three tables with appropriate chi square tests. Because of the small frequencies on some of the variables (N 5 for 33% of cells), some of the results may not be truly indicative of what actually occurred even though the chi square was statistically significant.

Findings

See Bibliography

A. The YES data were analyzed using the Lefton and Rosengren model. The caller's problem is the factor "laterality" or the amount of personal space. Minus-laterality (limited personal space) problems were drug information, legal-civil problems, medical pregnancy and medical VD problems. Plus laterality problems were depression, family problems, loneliness and heterosexual relations. The service given can also be sorted on the dimension of laterality. Information and referral are minus-laterality, counseling is plus-laterality and the mixed cells are mixed minus-plus laterality. Table 1 presents data on the relation between the caller's problem and the hotline service given. Only those relations are presented

TABLE 1

CALLER'S PROBLEM BY SERVICE GIVEN*

Caller's Problem	Service Given: Information n	Information %	Referral n	Referral %	Counsel-ing n	Counsel-ing %	Information & Referral n	Information & Referral %	Information & Counseling n	Information & Counseling %	Referral & Counseling n	Referral & Counseling %	No re-sponse n	No re-sponse %	Total n	Total %	X^2**
Depression	0	0.0	0	0.0	26	83.9	0	0.0	0	0.0	1	3.2	4	12.9	31	100.0	61.32
Drug Information	14	16.9	5	21.7	0	0.0	0	0.0	2	8.7	0	0.0	2	8.7	23	100.0	35.60
Family Problems	0	0.0	2	10.0	16	80.0	0	0.0	0	0.0	0	0.0	2	10.0	20	100.0	32.13
Legal-Civil Problems	5	18.5	13	48.1	0	0.0	3	11.1	0	0.0	2	7.4	4	14.8	27	100.0	20.20
Loneliness	0	0.0	0	0.0	22	84.6	0	0.0	0	0.0	1	3.8	3	11.5	26	100.0	52.07
Medical-Pregnancy	8	23.5	13	38.2	2	5.9	5	14.7	0	0.0	1	2.9	5	14.7	34	100.0	19.98
Medical-VD	4	28.6	10	71.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	14	100.0	15.57
Heterosexual Relation-ship	0	0.0	2	6.3	28	87.5	0	0.0	0	0.0	0	0.0	2	6.3	32	100.0	67.13

* This is a composite table

** X^2 .01 = 16.81

d.f. = 6

Minus-laterality problems (e.g., drug information) are associated to minus-laterality service (e.g., information and/or referral) and plus-laterality calls (e.g., depression) are associated to plus-laterality service (e.g., counseling).

which were statistically significant at the .01 level using the chi square.

An association is seen in Table 1 between the degree of laterality of the caller's problem and the degree of laterality of the service given.

Using the variable "longitudinality"--the amount of time service is given--from the Lefton and Rosengren model, the YES data were re-analyzed to learn the relation between the type of service given by the listener and the length of the service. As before, the categories of time, i.e., "under 5 minutes," "5 - 20 minutes," etc., were not constructed by us; we think that they are too inclusive and are a priori and not empirical groupings. Here laterality is used as a dimension of service, with some services defined as minus-laterality and other services as plus-laterality.

For Tables 2 and 3, see pages 437 and 438.

In Table 2 an association is seen between the degree of laterality of the service and the length of time of the service. Minus-laterality services (e.g., information) tended to last a shorter time than the plus-laterality service, (e.g., counseling) while the plus-longitudinality service tended to last a longer time than the minus-longitudinality services. The same tendencies are seen for the combined services.

In the three tables presented, relations were shown between 1) the laterality dimension of the caller's problem and the laterality of the type of service given, and 2) the length of time that the service lasted, (i.e., longitudinality) and type of service given. From these findings, it was expected that the laterality dimension of the caller's problem would be associated to the length of time that the service lasted. This was found for plus-lateral (i.e., "whole person") problems. For example, roughly one half of calls in the categories of family problem, heterosexual relationships and drug currently "high" lasted between five and twenty minutes. No calls for depression, loneliness or family problems lasted less than five minutes, while calls for drug-related problems and sexuality were divided over all time periods relatively equally. For minus-laterality problems with an expected frequency of N 5 for 33% of calls, the data leaned in the expected direction although no statistical significance was found using the chi square.

TABLE 2*

SERVICE GIVEN BY LENGTH OF CALL

Service Given	Length of Call: Less than 5 minutes n	%	5 - 20 minutes n	%	20 - 40 minutes n	%	More than 40 minutes n	%	Totals n	%
Information	63	75.9	19	22.9	0	0.0	1	1.2	83	100.0
Referral	81	76.4	24	22.6	1	3.1	0	0.0	106	100.0
Counseling	10	10.6	44	46.8	21	22.3	19	27.2	94	100.0
Information & Referral	11	78.6	3	21.4	0	0.0	0	0.0	14	100.0
Information & Counseling	1	25.0	1	25.0	2	50.0	0	0.0	4	100.0
Referral & Counseling	0	0.0	6	75.0	1	12.5	1	12.5	8	100.0
No response	18	42.9	14	33.3	7	16.7	3	7.1	42	100.0
									351	

$X^2 = 157.88$ $p < .001$

d.f.= 18

Note that the "no responses", (i.e., listener did not complete this item) are most often associated to short calls and that the frequency of "no responses" decreases as the length of the call increases. That the listener volunteer is more likely to record pertinent data on long calls than on short calls could be a subject for supervision and training.

TABLE 3*

LENGTH OF CALL BY SERVICE GIVEN

Length of Call	Service Given															
	Information		Referral		Counseling		Information & Referral		Information & Counseling		Referral & Counseling		No Response		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Less than 5 minutes	63	34.2	81	40.0	10	5.4	11	6.0	1	0.5	0	0.0	18	9.8	184	100.0
5 - 20 minutes	19	17.1	24	21.6	44	39.6	3	2.7	1	0.9	6	5.4	14	12.6	111	100.0
20 - 40 minutes	0	0.0	1	0.9	21	65.6	0	0.0	2	6.0	1	3.1	7	21.9	32	100.0
More than 40 minutes	1	4.2	0	0.0	19	72.2	0	0.0	0	0.0	1	4.2	3	12.5	24	100.0
															351	

$X^2 = 157.88$ $p < .001$

d.f. = 18

*TABLES 2 and 3 use the same data. They are presented separately to show the row percentages more clearly.

In summary, our observation that Hotline activity seemed to be a patterned social activity was found to be valid. Using data from a local hotline, statistically significant associations were found between the dimension of the caller's problem and the hotline service given, the service given and the length of that service, and the dimension of the caller's problem and the length of hotline service. These relationships were chosen for analysis so as to follow the "agency orientation to client" model of Lefton and Rosengren. That model, in turn, was chosen because it suggested one way to test our observation that hotline activity seemed to be a patterned social activity and not a "random" activity as many hotline staff suggest.

We reason that if the hotline studied here is a patterned social organization, it is likely that other hotlines also will have a more or less clear pattern of social norms and staff behavior. The proposed self-evaluative research project will seek these patterns and report them for staff evaluation. In the project, the dimensions of the callers' problem(s) and the length of time of service, among other factors, will be determined empirically, not *a priori* as here.

B. While thinking about hotlines oriented to young people, we realized that the data in our possession could be analyzed from the perspective of psychosocial development. It seemed that these data could be used to examine theories of psychosocial development. More importantly here, these theories suggest several data analyses which might be of value to staff for self-evaluation of their hotline. We did not have a large enough number of cases to examine callers' problem by callers' age; however, we were able to look at callers' age, service given and length of call; for the latter, age-sex data were available.

Two major findings emerged from the sample data. Most of the callers (180 or 57.0%) were between the ages 18-24 years, with 72 callers (31.5%) 17 years old or younger and 26 callers (11.3%) 25 years or older. This finding was surprising to the staff who were confident that they were serving young people. Second, no major differences were found between men and women under 25 years old on the length of the call, although there was a tendency for callers younger than 25 years to speak for a shorter period of time than callers over 25 years. Insufficient data precluded a more direct use of the psychosocial perspective in the analysis.

C. The last set of analysis was suggested by some of the literature on suicide calls which relates types of calls to the time of day when the call was received. This analysis examined the time of day that certain problems were called in. Here too, the attempt was to find patterns. Again, the hour categories were not designed by us. The units seem to be too broad, inconsistent, and insensitive to fluctuations around usual social activities such as suppertime (e.g., 2:00-6:00 p.m.; 6:00 - 10:00 p.m.).

In Table 4, caller's problem is plotted by the time of day that the call was received at the hotline. Four callers' problems are used as examples.

TABLE 4

CALLER'S PROBLEM BY TIME OF DAY CALL RECEIVED

Caller's Problem	Time of Day Call Received					
	6:00 - 10:00 A.M.	10:00 A.M. - 2:00 P.M.	2:00 - 6:00 P.M.	6:00 - 10:00 P.M.	10:00 P.M. - 1:00 A.M.	1:00 - 6:00 A.M.
Depression	1	2	0	6	7	8
Drug - Currently High	3	2	3	2	0	4
Drug Information	3	3	5	7	3	0
Family Problem	2	3	2	5	5	1

Calls by a depressed person show a linear increase from 6:00 a.m. throughout the day, with a large incremental jump beginning at 6:00 p.m. Interestingly, a comparison of calls for drug information and drug use--currently "high," shows a peak for information calls between 6:00 - 10:00 p.m. and a peak for drug "high" between 1:00 - 6:00 a.m. This may suggest important patterns about the use of the hotline and about patterns of drug ingestion. As expected from the literature, calls concerning family problems were most frequent in the evening when many families are physically together. Data such as these could be used by hotline staff for the assignment of shifts, for training, etc.

See Lester in Bibliography.

Discussion

From these data analyses, one can suggest that phone calls to hotlines are patterned social events. These patterns are related to: 1) the agency orientation to its clients, as demonstrated by the use of the Lefton and Rosengren model; 2) demographic characteristics of the individual such as age, and 3) the time of day at which the call occurs. It is data such as these that hotline staff can use to make judgments as to program needs and program effectiveness.

The staff should be aware of patterns which develop as to its own orientation, and they should be knowledgeable about the kinds of people who call. Such knowledge would allow them to judge more effectively the appropriateness of their response to the call and the reasons for changes which develop in the pattern of responses. For example, an agency may be concerned with its phone counseling on problems of sexuality. The staff could look at the data on these calls and see the patterns of who is calling, when the calls are coming in, and how the call is handled in terms of the length of the call and the type of service offered. The staff could also observe discrepancies in these patterns. It might be observed, for example, that calls centering around homosexuality tended to last for shorter lengths of time than did calls relating to heterosexual problems. The data could be used to reveal causes and/or correlates of this finding. The populations calling could be of different age or sex, or the calls could be for information as to homosexual services. However, if these calls did not differ on these factors and instead were for counseling, then one might infer that the staff feels uncomfortable with calls about homosexual problems. Such a reading might suggest that further staff training might be appropriate.

A more sensitive data collection instrument and a larger number of cases would allow for more meaningful and appropriate statistical tests and clearer conceptions of the social patterns and relationships which occur between listener and caller as well as among listeners. For example, one could separate the effects of age or sex upon the disposition of a call as to which may contribute the greatest variance.

Summary

This was a pilot study using sample data provided by a local hotline and gathered by a private research firm. In this brief report, it has been shown how data can be read to indicate the agency's orientation to its clients, using the notion that the individual caller's problem can be represented by the variables of laterality and longitudinality. Associations were seen for specific kinds of calls as related to the length of the call and to the service given. Possible associations were indicated between age, sex variables, and the problem. Further, the data showed that certain kinds of calls occurred more often at certain times of the day.

It is these kinds of patterns which may be used by the hotline staff to make decisions as to agency effectiveness and agency needs. These are parts of the self-evaluation model presented in the attached proposal.

TECHNICAL NOTES TO SEM

Purpose:

To provide brief rationales for some ideas and techniques used in the SEM.

1. Question Overlays in SEM-Antic Mixer.

The Question Overlays seek to exclude two types of questions: those which are in the form "why" and those which are phrased in value language, e.g. , "should," "ought."

See; e.g. MacIver in Bibliography

The reason for excluding "why" questions is the philosophical and methodological issues surrounding questions in this form. Put briefly, questions in this form are often "at base" questions of"what, how, when. where", etc.

Without going into this much more, note in addition only that a "why" question about an individual is open usually only to speculation, not to "proof", and that the use of "why" questions in everyday English does not seem to lead to empirically grounded answers as easily as do questions beginning with "what", for example.

Readers with philosophical training will see many

The reason for excluding questions phrased in value terms is our intent to "force these values into the open for discussion" at later answers here which have a long and rich history.

steps in the SEM.

However, the questions asked at later steps in the SEM to explicate values are phrased in "why" terms. This was done at these points to conform to everyday, common-sense ways of asking questions.

2. Statements of Objectives.

The stage at which the group writes down what they hope to achieve or what they would like the situation to be, is an attempt to write program objectives which (a) are not in the normative language of objectives statements and (b) are "grounded" to concrete, particular facts and/or situations.

The argument for this lies in our belief that practitioners have learned to write and to think about statements of objectives in a particular sentence form or language. Statements put into this form are often accepted *by the worker as actual* statements of program or service objectives, when, in fact, these statements are often *not* meaningful or valid as program objectives. It is our belief, also, that many learn to write or think about statements of objectives as an exercise; such statements often are not "grounded" in concrete, everyday experience and thus often are *not* "grounded" in meaningful topics.

Because of these beliefs, we have tried to link and to ground statements of program objectives to concrete, actual numbers about some aspect of the program which the staff hopes to achieve.

3. Action Hypotheses

The purpose of including "grounded action-hypotheses" is to encourage staff to share their expectations about what is likely (or not) to occur "if X is done" or "if X is not done." There are several reasons for this. One reason is that the more a staff thinks about what could happen as a result of their actions, the more likely it is that they will (begin to) think through the possible secondary and tertiary consequences of their action; it is often these consequences which negate an action.

For some, it is easier to think in the negative rather than in the positive. Try thinking both ways.

See, e.g., Chapter 9, Step by Step Guide, page 36 and Lindbloom in Bibliography.

Second, the more a staff thinks about the possible consequences of their action(s), the more likely it is that they will be tentative in their approach. This tentativeness is thought to be necessary because it allows for "flexibility" in choosing to discontinue an action, to modify it, etc.

One danger here is that the hypothesis will become a "self-fulfilling prophecy". But this is not bad, necessarily.

Third, it seems that the more a staff thinks about an action and its outcome (s), the more evaluative indicators it can conceive of and use to measure "success". In turn, this can lead to staff consensus about these measures.

Another reason lies in the value stance of the Handbook: That self-conscious action is better than "blind" action and that human service workers must be aware of what they are trying to do, are doing and the consequences of doing on the people they are working with.

4. Evaluation Design

No control groups are suggested in the SEM nor is any explicit or implicit research design for evaluating the effect and/or the effectiveness of any particular action, program or service. It is our belief that the inclusion of such controls should be encouraged but that for the everyday Hotline or crisis center staff, the cost of such inclusion, the evaluative design knowledge to create control groups and the potential worth (value, utility) of the resultant findings will more than prevent the everyday use of control groups.

On the other hand, evaluative conclusions based upon data are possible even when no controls have been used. The scientific issue is, in part, what confidence does one have in the conclusions so drawn. In the everyday world of Hotlines and crisis centers, this issue may be of little import. Further, repeated actions which are monitored by collecting information and data and which show some change in the observed phenomenon could be interpreted to mean that there is some relative probability that the relation between the action and the observed change in the phenomenon were "causally" related. This is not a scientific conclusion, but one which could suffice in the everyday world of human services.

In relation to this. If it is difficult to learn whether any one action or action plan caused the findings, it is much more difficult to learn which, if any, of several programs or action plans may have caused the findings. This point is important to consider because it is possible that the Hotline will begin more than one program at one time; or one program with many activities.

There are sophisticated electronic data analysis (computer) programs which can be helpful in a situation in which you are trying to sort out the relative effects of more than one program.

5. The "Values-Bridges"

The SEM Map includes several "value bridges." These bridges are our (metaphoric) attempt to help "tease out" the staff's personal (and organizational) values and beliefs. Three points are important here.

First, note that we put "values" back into evaluation research--explicitly. This was done because we believe "values" are present anyway, although usually implicitly; and this was done because of our belief that human services staff work in a "value-laden" world and explicit value statements are likely not new to them.

Second, note that we put the "value bridges" in the same box as the decision or just after the decision box. Theoretically, one could place the value-bridges before the decision; or as "part of" the decision because "values" can be found in the "process of deciding."

We chose to ignore this theoretical (and phenomenological) reality because we did not want to "interrupt" the staff's decision-making by asking them to say what "is going--into" their decision. It seemed that it would be easier for the staff if we asked that they make their values explicit after the decision had been made. Also, we found that to separate "decision" and "values" is to allow for easier (heated) discussion of each.

COMMENTS ON FACTS ANALYSIS

(1) The facts analysis presented in Chapters 12 and 13 are not meant to be "scientific analyses" of the data. An accurate scientific evaluation must deal with questions of data reliability and validity; sample size; experimental design, and the use of statistical tests of the data. It is our judgment, however, that this "quality" of analysis is unnecessary and cumbersome when the practical needs of the Hotline services are considered.

In considering a best possible way to analyze the data we kept two things in mind: abstract statistical theory and the reality of Hotlines. Tradeoffs had to be made between these two opposite poles. We believe that if you follow closely the technique presented, you will adequately deal with most major statistical issues, without being impractical.

(2) A process which we believe is important, but one which we could not figure out how to present is "interpretation." The possible arrays of information on the displays is so large that we could not begin to determine even basic rules for interpretation. The same numbers could "mean" different things to different people. This is as much a matter of experience and working with numbers as anything else. Each person should develop his/her own rules of giving meaning.

ASSOCIATION: SOME NOTES

There is a complex way to interpret facts. While it may be too complex and unnecessary for some Hotlines, this complex analysis may be helpful for some larger Hotlines or those with the time and staff knowledge to work it out.

You might use a consultant here.

This complex interpretation is based on the idea of association. An association means that certain things seem to go together.

Most University classrooms do not have telephones.

Most Hotlines do have telephones.

There is an association between Hotline and telephones and no association between classroom and telephones.

We can analyze the facts in terms of "association" as well as use this idea to develop possible action programs.

	Male	Female	
Referral	?	?	100
Counseling	?	?	100
	100	100	

Number and Rate can be used interchangeably!

In this example, the total number of male and female callers are the same and the total number of referral and counseling calls are the same. We would expect, therefore, that the number of male-referrals is the same as the number of female-referrals and similarly for counseling calls. In fact, we might expect each cell to be 50.

Example

	Male	Female	
Referral	80	20	100
Counseling	20	80	100
	100	100	

In the example, this is evidently untrue. The reason is that most male calls are referral and most female calls are counseling. There is an association between male and referral and between females and counseling.

The totals just happen to be the same.

Now that we have discovered an association we need to know:

1) If this can be explained.

2) If we can live with this situation.

Possible Explanation: Males prefer to talk about their problems face-to-face with another rather than on the phone.

If we decide not to live with this situation, we may try to change it by an action program specifically designed to reduce the association we found.

Action Example: Go to High School and explain that males will be answering the phone.

When the action program is completed, compare these data with the original.

	Males	Females	
Referral	60	40	100
Counseling	40	60	100
	100	100	

Where the explanation offered is correct and action program is successful the association should decrease or disappear.

Note: The "explanation" may be wrong, but the change in the association is real; or the action program did something to something else, but the association you are interested in changed too; or... This is a complex issue of "cause," effect, evaluation, etc. See: Technical Notes to SEM for a start, Chapter 53, page 443.

The term "explanation" has a common, everyday meaning and several very technical meanings. We are using the everyday meanings. See, e.g., Kaplan; Brown in Bibliography.

Summary:

(1) An association can be determined by examining the tables.

(2) This association may tell you something about the facts you are trying to explain.

(3) An explanation can be used to determine an action program.

(4) The action program should then remove or decrease the association.

In the process, the explanation (or conclusion) for the facts has actually been tested. This was not specifically done in Chapters 12, Displaying the Facts and 13, Facts Analysis,

SEM AS A COGNITIVE MAP OF EVALUATION

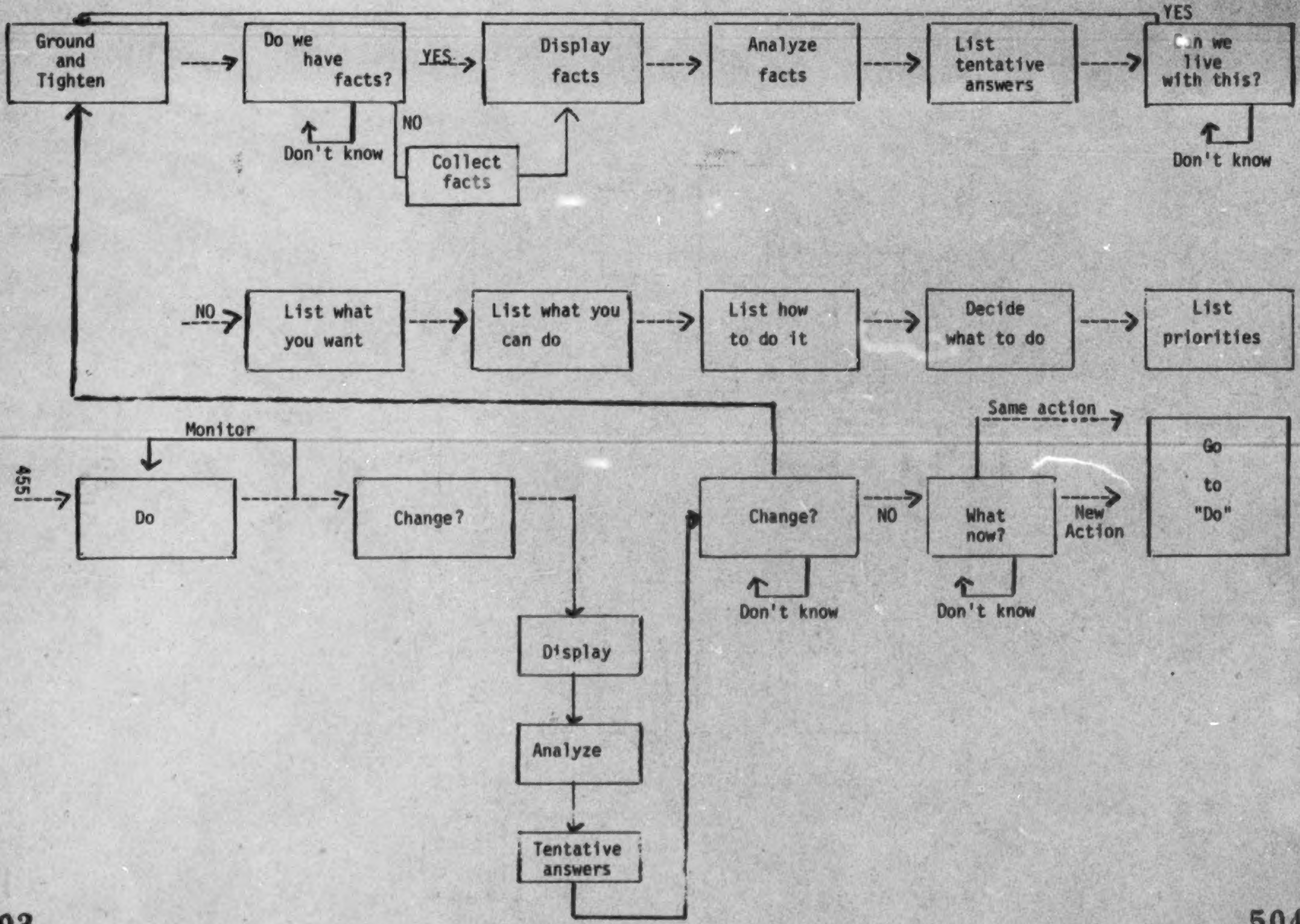
See Baizerman on "Hotline Referrals" in Bibliography.

The more we worked on the development of SEM with Hotline and crisis center staff, the more we began to think of SEM as a "cognitive map" of the processes of program self-evaluation and program monitoring.

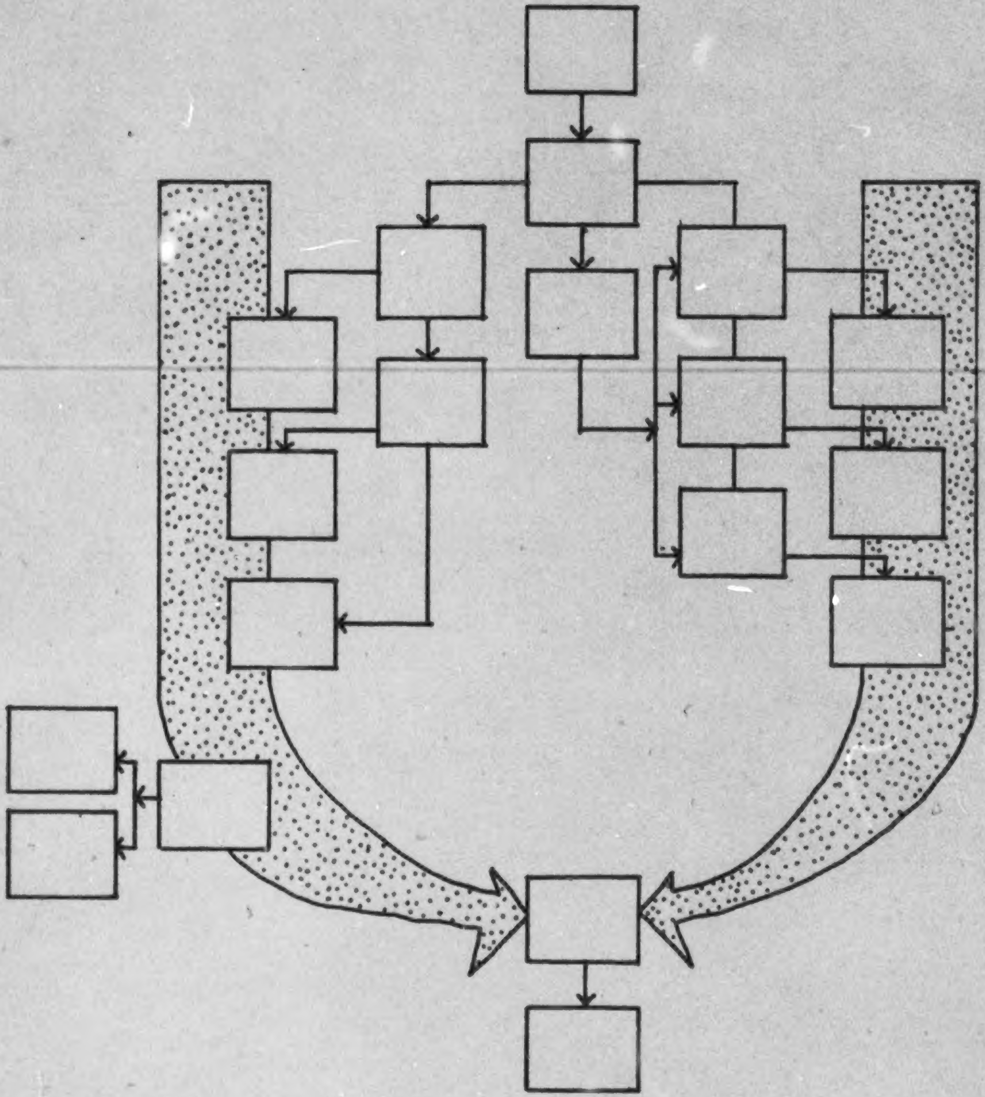
The term "cognitive map," its history and references about it are found in the article cited on the immediate left.

In using the term here, we mean that SEM and the SEM Road Map can be thought of as a picture which you can carry in your mind of "how to get where you're going," even, it seems, if your not quite sure where you are going! This picture, this map in your mind, may result from experience in doing program evaluation. Hopefully, SEM will contribute a picture of its own which you can use without constant reference to the Handbook or the Step-by-Step Instructions to SEM. If this occurs, then you may come to "see" much of your hotline world as having potential for evaluation. And then you're hooked!

Doubt Wisely!


Ground and Tighten
Do we have facts?
YES
Display facts
Analyze facts
List tentative answers
Can we live with this?
YES
Don't know
NO
Collect facts
Don't know
NO
List what you want
List what you can do
List how to do it
Decide what to do
List priorities
Monitor
455
Do
Change?
Change?
NO
What now?
Same action
New Action
Go to "Do"
Don't know
Don't know
Display
Analyze
Tentative answers

Here is another "flow Chart" or cognitive map of a process:



EVALUATION AND THE TELEPHONE COMPANY

Purpose:

A reminder.

Remember that the telephone company has many customer services which could be useful for evaluation.

They have many pieces of equipment which can be used to count the number of incoming calls, the number of times your line(s) was busy when a call came in to the hotline, etc.

Hotlines around the country have worked with the telephone company to get equipment which can collect data useful for evaluation.

PART X

BIBLIOGRAPHY

Purpose: To present in one place the references cited and other literature we found useful.

Chapter: **Page:**

58. Bibliography: Introduction 458
59. References 460
60. Annotated Bibliography Of Project Publications 472
61. Annotated Bibliography Of Select Articles And Books 479
62. Bibliography 495

BIBLIOGRAPHY: INTRODUCTION

Purpose:

To present some of the printed materials reviewed and used in the Handbook.

The Bibliography is divided into four chapters.

Chapter 1, "References," are the items referred to in the text of the Handbook. The items are organized by text chapter and are listed alphabetically

Chapter 2, "Annotated Bibliography of Project Publications," are abstracts of papers written by project staff and students. Items are listed by author.

Chapter 3, "Annotated Bibliography of Select Articles and Books," are abstracts of articles and books which the staff and students thought of as particularly useful. Each of us wrote one or more of these.

Chapter 4, "Bibliography," is an alphabetical listing of material which we used and which--by and large--is not noted elsewhere in the Bibliography; there is some minor duplication.

It should be noted that Carolyn Forsman, University of Maryland, School of Library and Information Services, Baltimore, Maryland 21201, was (is) the Librarian of the Hotlines, an honorary title we now bestow! It was she who compiled the early, excellent bibliographies which appears in The Exchange, among other places.

A PLEA !

The youth-oriented Hotline and crisis movement which began in the 1960's was, at times, "anti-historical" in style and in staff behavior. One consequence of this orientation is that there is, to our knowledge, no one place (or even places) where the papers of the movement are being kept for their historical significance.*

This is SAD.

We propose that someone(s) of you consider as a project the establishment of an archives for these papers. As documents, these papers would be an available, valid and REAL documentation of the vitality of the socio-political and human services movements known as Hotlines and crisis centers.

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*The files of The Exchange, an early, national newsletter is a partial exception; these are in Minneapolis. National Youth Alternatives Project, Washington, D.C., also has some literature, as do select individuals throughout the country.

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Publications by: Michael Baizerman

"The Call: Some Foci for Practice and Research," Crisis Intervention, forthcoming.

Purpose of article was to use the social science literature as a source for understanding the telephone call at a hotline. Three foci were noted.

First, the call is conceptualized as a temporary social system, with the social roles of caller and listener. Once placed in this theoretical model, the literatures on social roles and on social systems can be used to learn the regularities in the phone call.

One such regularity is the opening sequence of the phone call. A social science article is used as a basis of this analysis. This is the second focus.

Last, the first two foci are joined in a theoretical model of "legitimate" and "illegitimate" calls--ordinary and deviant calls. Examples are the repeater, the obscene caller, the crank caller, etc.

Research foci are suggested.

"Changing Crises: An Identity Crisis for Youth Hotlines and Crisis Centers," Crisis Intervention, 1975.

The purpose of this article was to examine the notion of "crisis" as this is central to youth hotlines and crisis centers.

A brief history of youth crisis programs is presented as an introduction. Then the word "crisis" is examined using definitions and discussions in the literature.

The notion of "crisis" is analyzed as an ideology and the personal and social consequences of this ideology are suggested.

The incidence of "true" or valid crises seems to be declining if one uses data from youth hotlines. Sources of this decline are noted, as are some personal and social consequences of this decline for staff and for programs. Once such consequence may be the changing patterns of volunteers: who volunteers; volunteer "no shows" at hotlines; volunteer "burn-outs."

"Evaluation Research: Some Commonsense Approaches," Mimeo.

An introduction to "everyday," commonsense approaches to program monitoring and evaluation, ones built upon a sociological-phenomenological approach.

"Evaluation and Evaluation Research: Scientific Social Movement and Ideology," Journal of Sociology and Social Welfare, 1974, Winter, in Special Supplement.

The terms "evaluation" and "evaluation research" are examined as ideologies. The substance of each ideology is described and then it is related to the ideas of "accountability" and, in turn, "program control."

It is suggested that these ideologies offered validation to the scientific social reform movement during the later 1970's which sought to wrest control of human services programs from traditional human services workers, from the new professionals and from those who were "citizen participants" on boards.

Using the language of the "rhetroic of reconciliation" as a tool, an analysis is done of the possible irreconcilable elements in the service and evaluation ideologies.

"Hotline Referrals: Some View," Crisis Intervention, April 1976, 6 (3)

The concepts "cognitive map" and "organizational map" are introduced and extended to the concepts "interorganization map" and "referral map." These theoretical concepts are then used to analyze and understand the actual process of referrals at hotlines. Suggestions for research are made.

"Hotline Research Ethics: A Critique of Genthner" and "A Response to Genthner," Professional Psychology, May, 1976.

A critique of a hotline study from the perspective of research ethics. Noted are issues about informed consent and "faked calls," among others. The author of the original article responds to the critique; and is in turn responded to.

"Male and Female Evaluation Research," Mimeo

The language of science and of evaluation research is sorted into categories of either "male language" or "female language." In turn, these languages are related to normative statements about "good" and "bad" research.

It is suggested that the language of good research is a male language and the language of bad research is a female language. Male language includes words such as "hard data, statistics, experiment, design," while female language includes words such as "qualitative data, impressions and content analysis."

A plea is made for the end of sexism in research.

"Notes on the Personal and Social Meaning of Call Sheets and Case Records," Crisis Intervention, 1975, 6 (4), 36-39.

Short discussions of the past and current uses of client case records and the agency context within which to understand phone records in hotlines and crisis centers, particularly youth serving programs.

It is suggested that case records have personal meanings to listeners and that these meanings contribute to the omnipresent problem of why these records are frequently not filled-out by listeners. Among the four suggested meanings are that records "mean" accountability and control "over me;" and that records mean "they can watch me" and "find out my faults."

"Further Notes on Call Sheets and Case Records: Why Those Are Often Not Filled Out," Mimeo.

This short paper builds on the earlier one, above, by suggesting some social psychological and social approaches to understanding why these records are often not completed by hotline and crisis center staff. Emphasis is on the interpersonal and organizational consequences which follow from the non-completion of records; and how these consequences can be suggestive of "causes."

"Then Add A Tablespoon of Salt: On Cookbooks in Human Services Work," Mimeo.

A light, fun look at a serious problem, the writing and use of "how to do it" books. Some personal and social consequences of these books are noted.

"Toward an Analysis of the Relations Among the Youth Counterculture, Telephone Hotlines and Anonymity," Journal of Youth and Adolescence, 1974, 3 (4), 293-306.

The purpose of this article was to begin an analysis of the place of the social norm of caller anonymity in the culture of youth hotlines and, in turn, in the larger Counterculture and Movement.

A brief historical introduction to the culture of these two social movements is the context for understanding the development of youth hotlines and crisis centers.

Client anonymity was a central value in the service ideology of these programs. An analysis of the idea of anonymity is presented along with a comparison to the notions of confidentiality and pseudonym.

A youth development perspective is used to suggest the personal and social functions, manifest and latent, of client anonymity in youth crisis services during the 1960's.

"Toward an Understanding of Telephone Hotline Staff 'Burn-Out'," Mimeo.

Staff "burn-out" is a common, current phenomenon at youth hotlines and crisis centers. As a basis for understanding this phenomenon, a short history of youth alternative services is presented and then followed by a short discussion of the history of the words "burn-out."

It is suggested that "burn-out" is a symbol which covers valid and invalid, voluntary and involuntary and scheduled and unscheduled staff withdrawal. Examples of these are given.

Further types of staff withdrawal are related to staff motives for joining the agency. It is suggested that the symbol of "burn-out" is a language which legitimates several kinds of staff withdrawal for several types of volunteers.

Finally, it is suggested that an agency-based theory of who will "burn-out" when can be built using these notions.

"Who Shall We Serve?," Michael Baizerman, and Mitchell Sherman, Mimeo.

The question of "who shall we serve?" is basic to human services planning and service delivery. Too often this question is not asked and answered regularly by staff.

A series of poems, monologues and dialogues are presented as a way to raise and answer this question, while emphasizing the language of discussion and the implicit and explicit values found often in answers.

Publications by: James J. McDonough, Jr.

"Evaluation and Funding," The Exchange Newsletter, January, 1975 (5).

This article expands on the notion of the increased emphasis on program accountability and its contingent requirements for more complete program evaluation and service monitoring.

"Hotlines and Sexuality: The Challenge of a Chronic Crisis," Getting it Together, Planned Parenthood Publications, New York: September, 1975, (6).

The author stresses the need for greater cooperation between hotlines, free clinics, youth organizations, family planning services, schools, and churches in dealing with human sexuality. In an atmosphere of cooperation and concern these diverse organizations can overcome their subtle philosophical differences and rigid territorial imperatives in order to create a viable community education program which can truly impact the vacuum of knowledge concerning sexuality. Hotlines can serve as a necessary link between community services and the people in this process of developing greater understanding and integration of sexual needs concerns.

"Hotline Self-Evaluation Project, Parts I, I, and III," The Exchange Newsletter, November, December, 1974 and July, 1975 (4 and 5).

This series of reports documents the efforts, progress, and objectives of the Hotline Self-Evaluation Project team in developing the present Handbook.

"Publicity and its Importance to Hotlines," The Exchange Newsletter, October, 1975, (5).

This article formed the basis for the more complete chapter on Publicity contained in the SEM Handbook.

Publications by: Mitchell Sherman

"The Trouble With Free Services Is We Don't Know How Much They Cost," Mimeo.

An analysis of the Hotline crisis service in terms of economic theory. An analytical perspective on many hotline issues is offered as well as a new technique to utilize economics in social service evaluations.

"Boards of Directors," Mimeo.

An in-depth analysis of the functions of boards of directors in human service agencies. Different perspectives are presented for helping staff work with and use these boards.

"Critique of the N.I.M.H. Model of Social Area Analysis," Mimeo.

A model devised by N.I.M.H. in conjunction with the Bureau of the Census for predicting mental health needs is reviewed. Specific problems and concerns about the use of the model for the local users are presented.

Publications by: Paul Hartley (Student)

"Follow-Up Study of Legal Referrals," unpublished manuscript, University of Minnesota, January 1976.

The author conducted a four-month study of the legal referrals made by phone volunteers at a youth emergency service located in a seven county metropolitan area. During this particular time, the emergency service received an estimated 24,500 calls of which 9.5% included a request for legal assistance. The results of their study indicated that all of the callers interviewed (N=50) with one exception, had obtained adequate assistance from the phone volunteers and many expressed appreciation of their helpfulness and concern. However, 59.3% of the legal referrals which had been made could not be followed up because the information on the initial legal form was inadequate. 86% of the callers in the follow-up had used the referral given by the emergency service. The most common complaints received (30%) were about legal fees or clients not being able to understand what the lawyers had told them. Several suggestions were made for remedying these shortcomings through more specific training of volunteers in making legal referrals. The study also reported that the lawyers involved with emergency service were quite satisfied with the referrals being made to them.

Publications by: Joe Hirak (Student)

"A Research Design for Studying Changing in Counterculture Agencies."

A research design for studying changes in counterculture agencies by comparing these to establisned human services agencies.

Publications by: Ruth Mickelsen (Student)

"A Comparative Study of Telephone Counseling and Crisis Services in Great Britain," unpublished manuscript, University of Minnesota, Spring 1976.

A comprehensive study of several crisis phone centers located in England, including the Samaritans and Nightline was conducted by the investigator. Extensive information concerning the administrative and organizational aspects of these services was tabulated and interpreted. Specific issues such as volunteer training, phone service policies, funding and types of service offered to various kinds of callers were discussed in detail. Comparisons were made both between these two types of agencies, i.e., the Samaritans, an adult operated suicide prevention service, and Nightline, a student-oriented phone service, as well as between the British and American Hotline phenomenon.

Publications by: Corliss Rice (Student)

"Libraries and Information-Referral Services Adapting to a New Role (with Some Growing Pains), unpublished paper, University of Minnesota, December 1975.

The author presents a succint statement regarding the challenges that libraries and their staffs face in a complex modern society. She states that libraries, like many traditional institutions, must adapt to the changing needs of the community. Providing information and referral services along with an actual advocacy function are now within the realm of a library's social responsibilities to the people of the community it serves. This is both an interesting and informative presentation of the types of alternative services which can be provided by traditionally established agencies. An excellent bibliography is also included with the paper.

ANNOTATED BIBLIOGRAPHY OF SELECT ARTICLES AND BOOKS

American Institues for Research, A Study of Effective Helping During a Hotline Telephone Call, Kensington, Maryland, 1974.

Reports on instruments which were designed to record and evaluate specific statements and verbal behaviors during a hotline call. One instrument was developed for operator behavior and one for caller behavior. Data was collected for a period of four weeks. After this data was analyzed, guidelines for effective hotline counseling were to be developed.

Allen, David B. and Karol A. Marshall, "Evaluation of Community Attitudes Toward an Adolescent Drop-In and Service Center," Journal of Community Psychology, 1973, 1, 390-394.

Describes the use of community survey techniques to assess perceptions of the needs of and resources available to adolescents and to evaluate attitudes toward an adolescent drop-in and service center, Youth Eastside Services (YES). The purpose of the study was to provide the agency with information regarding community perceptions of priorities, needs, and agency effectiveness. The resulting data are reported.

Beck, Aaron, Harvey L. P. Resnik and Dan J. Lettieri, editors, The Prediction of Suicide, Bowie, Maryland: The Charles Press Publishers, 1974.

This text is composed of five parts, with fourteen chapters written by 24 authors. This is a straight-forward presentation of the subjects, issues, ideas and controversies in the field. Clinical research data are presented; so too are direct practice scales and other research instruments.

There is no index or bibliography, but there are references at the end of each chapter.

This is, in the opinion of the Project Staff, a good book, but not one for those who do not have at least a post-college professional or research education.

Bleach, Gail and William L. Claiborn, "Initial Evaluation of Hotline Telephone Crisis Centers," Community Mental Health Journal, 1974, Vol. 10, No. 4, 387-393.

This study assessed the level of counseling and information-giving skills of four hotlines by rating phone calls between role-playing callers and actual hotline workers. Permission of the workers was obtained. The results are discussed in terms of implications for training and service effectiveness. Provides a beginning data base against which hotlines can compare their own operation.

Brennan, John G., "Hotline Flare-Up: A Review of Research and Implications for Community Mental Health," Research Department, The Sheppard and Enoch Pratt Hospital, Towson, Maryland 21204. Research Memo #146, June 1973.

Discusses history of hotlines and some of the implications hotline services have for meeting community needs as well as some possibilities for their evaluation. The importance of these programs as a social phenomenon is stressed. Traditional mental health settings are now moving toward using para-professionals and volunteers, which is a timely and appropriate interpretation of community feeling. Also, the significance of hotlines as a social phenomenon supports the notion that there is real dissatisfaction with the traditional medical model of mental health disease and a growing need for a sociopsychological model.

Buchta, Roger, Richard D. Wetzel, Theodore Reich, Francis Butler and Deborah Fuller, "The Effect of Direct Contact with Referred Crisis Center Clients on Outcome Success Rates," Journal of Community Psychology, 1973, (1), 395-396.

A 24-hour crisis intervention phone service conducted a three month study on calls received from persons concerned about a friend or relative in crisis. It was the clinic's impression that there is less success in getting the person in crisis into treatment if that person is not the one who initiates the call. 115 calls in which the caller reported that help was needed for another person were included in the study and randomly assigned to one of two groups. In the experimental group, the person in crisis was contacted unless the situation seemed critical. No effect on referral success rate was found.

Clark, Ted and Dennis T. Jaffe, Toward a Radical Therapy, Alternative Services for Personal and Social Change, New York: Bordon and Breach, 1973.

This book presents various aspects of alternative services--norms and values, growth of alternatives as an organization and growth of alternatives in terms of the growth of its members. It presents an excellent understanding of the various dimensions of beginning and developing alternative services through the experiences of the authors in helping develop alternatives.

Also presented is the concept of radical therapy, and its definition through its use in alternatives. The book also contains a chapter on crisis phone lines and the use of radical counseling, types of crisis callers and callers' strategies.

Darley, P. J., "Who Shall Hold the Couch? Some Thoughts on Community Control of Mental Health Programs," Community Mental Health Journal, 1974, (10), 185-191.

Experiences at an English day center for recovered psychotics led the writer to see a need for mental patients to be given considerable control over their own program or else succumb to the Queequeg Syndrome. This syndrome results from patients accepting and adapting unrealistic roles that a prejudiced society has thrust upon them. It appears to the writer that the syndrome applies equally to other disadvantaged groups, notably the poor, and he suggests that one appropriate form of treatment will be to give consumers a large measure of control over mental health programs.

Decell, L. Almeda, "International Hotline Survey: A Preliminary Report," Proceedings, 80th Annual Convention, APA, 1972, 807-808.

Reports preliminary data from a study which was in process, an International Hotline Survey, Phase 1, to collect and synthesize data. For this report, data was compiled and analyzed for the first 100 respondents representing 18 states and Canada. In general, hotlines have moved in response to callers' needs from a single target problem approach for youth toward general crisis intervention and prevention for more than youth alone.

Delworth, Ursula, Edward H. Rudow and Janet Taub, editors, Crisis Center Hotline: A Guidebook to Beginning and Operating, Springfield, Ill: Charles C. Thomas, 1972.

This is an edited text with ten articles, each a chapter. The editors were part of a college-based hotline.

This is a book directed to people who would begin or operate a crisis line. The chpater titles and content reflect this orientation, with subjects such as volunteers and their selection and training; funding programs; legal considerations; program evaluation; and a training manual in crisis intervention techniques by well-known authors in the field of suicide prevention (Farberow, Helig and Litman).

There are two indexes, for authors and for subjects. References are at the end of each chapter. Two apprendices are included--one of worksheets and the other of "problems handled."

The text seems to Project Staff to be direct, clear and useful.

Dillon, Michael James, Ed.D., Helper Effectiveness on Hotline Telephone, Helper Personality and Offered Therapeutic Conditions, Dissertation Abstracts, The University of Florida, 1971.

The primary purpose of the study was to assess the therapeutic dimensions of hotline telephone helpers' functioning. Personality characteristics, length of call and caller disclosure effectiveness scales, and ratings of empathy, genuineness and self-exploration levels were correlated and tested for significance. Caller self-exploration, self-disclosure, and length of phone call wer the dependent variables. Interactions of 42 volunteers and callers were tape-recorded from which three-minute segments were extracted to provide experimental data. Effectiveness scales developed by the experimenter used taped and written records of phone calls. A total of nine judges rated the interaction of helper and caller. Positive and negative correlations and suggestions from these conclusions were discussed.

Fisher, Sheila A., Suicide and Crisis Intervention: Survey and Guide to Services, New York: Springer Publishing Co., 1973 (200 Park Avenue, South 10003).

This text is for practitioners in that the six chapters report survey data about 25 programs in the country; but this part is supplemented by 17 sections called appendices and 29 tables plus references.

The appendices include actual forms used by the study programs as well as their training material and other documents useful to hotline staff.

The survey data are clearly and simply presented in the tables.

The Project Staff thinks that this is a very useful book for those who would begin a service and for those who direct and sit on boards of hotline programs.

Freudenberger, Herbert J., "Staff Burn Out," Journal of Social Issues--The Free Clinic Handbook, 1974, Vol. 30, No. 1, 154-167.

This article defines burn out as "to fail, wear out or become exhausted by making excessive demand on energy, strength or resources." It presents reasons for burn out and the physical symptons of burn out and their behavioral signs. He also suggests preventative measures to help prevent burn out and ways to help someone who has burned out.

Genthner, Robert, "Evaluating the Functioning of Community-Based Hotlines," Professional Psychology, Nov. 1974, 409-414.

An assessment was done on the functioning of 10 randomly selected hotlines in Greater New England. A person who was role-playing called each hotline and presented them with her personal problems. Trained raters listened on extensions and rated each helper response on a 5-point level of facilitation scale. Permission was not obtained from the hotlines for this evaluation. A controversial study.

Glascote, Raymond M., James B. Raybin, Clifford B. Reefer, Andrew W. Kane, The Alternative Services: Their Role in Mental Health, Washington, D.C.; The Joint Information Service for the American Psychiatric Association and The National Association for Mental Health 1975.

A good study in terms of relating information gathered in looking at alternatives in the years 1974-1975, much of the book relates the stories of many alternatives that were visited. The major flow of the book is that it denies the history of alternatives as being important--i.e., that they were political as well as cultural in their roots. By ignoring this history they conclude that the agencies visited in 1975 can be labeled "alternatives" in the 1960's meaning. This is best shown in the following statement they make "cultural versus countercultural really does not get us anywhere. The alternative services that we visited were doing what any good service anywhere tries to do. Most important, they were focusing on the needs of their clients rather than on the needs of staff in the bureaucracy."

It must be remembered that alternatives were started because "any good services" weren't meeting the needs of clients, and staff growth and development have been a major concern of alternatives, especially in their beginning when staff and clients were considered equal.

Heinemann, S.H., F. Perimetter, and L. Yudin, "Center and Community Awareness," Community Mental Health Journal, 1974, (2), 221-227.

One hundred eighty residents living within 1/2 mile of local satellites of a community mental health center were randomly selected for a telephone survey. Findings revealed that only 15% were aware of the existence of the parent agency, with no differences among local centers. Residents' awareness of the satellite centers and their services ranged from 18% to 62% with an overall mean of 32%. Questions are raised with respect to relevant differences contributing to the residents' differential awareness of the centers, i.e., length of residence, location of the center, proximity to public transportation, presence or absence of identifying signs, and suggestions are offered for raising the level of awareness via outreach techniques especially with respect to emergency interventions.

Hirschman, Richard, "Utilization of Mental Health Consultation and Self-Perceptions of Intraorganizational Importance and Influence," Journal of Consulting and Clinical Psychology, 1974, Vol. 42, No. 6, 916.

The purpose of this study was to examine, with respect to individuals, the relationship between intraorganizational power and willingness to utilize a mental health consultant. At a voluntary mental health crisis center, a nonstaff psychologist was asked to provide training and case consultation. After training, the volunteers were required to meet with the consultant on each of their ongoing helping relationships. Latency to consultation was defined as the time elapsed between a volunteer's first helping experience and the volunteer's first request for consultative help. This latency measure was positively correlated with self-perception of influence and with self-perception of importance.

Holleb, Gordon P. and Walter H. Abrams, Alternatives in Community Mental Health, Boston: Beacon Press, 1975.

An excellent book that presents a history and analysis of alternatives in community mental health. It describes the roots of alternatives--the "movement" and the ideology they presented and examines the relationship between changing times and the changes in the programs. They examined what occurred in the transition stage of alternatives, and how the organization became "mature."

The conclusion reached is that alternatives have changed with no single cause responsible for this change. Alternatives have gone through an inevitable process of aging--a movement from ideological conceptions to stronger, quieter, and more ordered institutions. Part of the change was a response to pressures of the environment and the death of the counterculture.

They list the contributions alternatives have made in the mental health field.

A final note they make--"Society attempts to direct the creativity of its members into known channels that do not threaten the established order."

"Only in times of exceptional creativity and risk taking or in times of disillusionment and social disorganization will alternatives arise and flourish."

Hurley, James T. and Rickey L. George, "Telephone Counseling: Charlatan or Helper," Student Counseling Journal, 1974, Vol. 8 (3), September - October, 36-41.

Compares three telephone counseling centers in the St. Louis area that have been most successful, with success determined by length of operation and the number of calls received. Each one is described with comments made as to the service's own estimation of the quality of its counselors and what percentage of their callers had been helped. Makes some suggestions for training and organization among the three centers.

Jaffe, Dennis T., "Transition People and Alternative Services," Journal of Applied Behavioral Science, 1973, Vol. 9, No. 2 & 3.

Jaffe presents a developmental model of organizational and individual growth toward the alternative culture, including the structural stresses and psychic costs of the transition from one culture to another.

He discusses the organizational dilemmas that arise from experiments with new structures and styles, and differentialities between alternatives and innovative approaches.

His conclusion is that alternative services have become, by necessity, a compromise structure somewhere between traditional and counterculture norms.

Jamison, Robert and James E. Johnson, "Empathy and Therapeutic Orientation in Paid and Volunteer Crisis Phone Workers, Professional Therapists, and Undergraduate College Students," Journal of Community Psychology, 1973, Vol. 3, No. 3, July, 269-274.

This study examines two variables believed to be specific to the role of therapist-helper: empathy and A-B therapist orientation. Empathy "refers to the act of constructing for oneself another person's mental state." The A-therapist" is primarily concerned with personlity-oriented goals in the treatment. The "B-therapist" is more problem centered and concerned with symptom reduction. Results indicated that crisis phone workers were more problem centered in a helping or therapeutic relationship than undergraduates. Male crisis phone volunteers were higher on empathy than were female crisis phone volunteers, male therapists and/or undergraduate males. Selection of volunteers on the basis of high empathy scores and a B-orientation was suggested.

Johnson, Betty Jo, Hotline for Youth, Washington, D.C.: U.S. Youth Development and Delinquency Prevention Administration, n.d., 1972, Publication No. D1+EW(SRS) 72-26006) 30¢.

This is one of the earliest general circulation soft-cover monographs on hotlines. It builds on the experiences of early hotline people in Southern California. There are two major sections in this handbook--creating a hotline and approaches and techniques of helping. A basic bibliography is included, one oriented to the "bigger issues" of philosophy and a psychology of health and growth.

The text is divided into short content sections, and is further subdivided by questions and answers. These questions, like those in the SEM Handbook focus description and suggestion. Because of this use of questions, the text should have a long future of use: only the answers have to change.

The Journal of Applied Behavioral Science, 1973, Vol. 9, No. 2 & 3.

This is a special issue containing articles that present alternative ways of perceiving, enacting and experiencing. The authors describe what impels the development of alternative institutions, the difficultires in implementing them, and their impact upon the human experimentor and the society which they continue to live.

Kanter, Rosabeth, Moss, Louis A. Zurcher Jr., "Concluding Statement Evaluating Alternatives and Alternative Valuing," Journal of Applied Behavioral Science, 1973, Vol. 9, No. 2 and 3, 381-397.

A very good article on the problems of evaluating alternative services. Some of the criteria that are used are not applicable to alternatives, e.g., time (alternatives have the handicap of newness), support (alternatives do not have the direct and indirect support that the more traditional agencies receive, and standards of perfection (standards are applied to alternatives that are not usually applied to established institutions, e.g., pointing out hypocracies in departing from the rhetoric of the counter-culture, but the hypocrisy of traditional agencies is rarely pointed out by evaluators). The authors feel that the values of alternatives should be seen as goals rather than standards.

The authors discuss alternative values and associated paradoxes and present some suggested alternative criteria, e.g., "Not" How large does a system grow? But rather: How small, intimate and connected does a system manage to stay and still do whatever it has to?"

King, Glen D., James P. Morgan and Byron Smith, "The Telephone Counseling Center as a Community Mental Health Assessment Tool," American Journal of Community Psychology, 1974, Vol. 2, No. 1, 53-60.

Calls made to a telephone counseling center over a 22-month period were tabulated and categorized according to content of the call and disposition. Analysis was done to determine if different types of calls varied significantly across months relative to some baseline. Calls concerning academic problems, dating and social skills, homosexual problems, information and referral, loneliness and depression, problem pregnancy, suicide, and venereal disease were found to show significant fluctuations at or beyond the .05 level. Findings were discussed with regard to using the telephone counseling center as a community health assessment agency to mobilize and direct community treatment and prevention programs.

Koberg, Don and Jim Bagnall, The Universal Traveler: A Soft-Systems Guide To: Creativity, Problem-Solving and The Process of Reaching Goals, Los Altos, California: William Kaufman, 1974 (One First Street 94022).

"A fine, fun handbook in a large soft-cover format; well-designed, clever and very useful;" so said the Project Staff after adopting and adapting this book. This has been an inspiration to us, even though we differ on some points with the authors (as is seen in the SEM Handbook).

The authors use the metaphor of a trip and a traveler to define, describe and discuss the processes of traveling--of planning, of doing, of evaluating.

The text is in four parts with chapters in each part. Each chapter is about something you need to know, do, think about or experience in the process of traveling. Travel tips are offered, so too are language guides, reading guides and experience guides, among others.

Words and graphics are joined in the presentation of "a way." Try it--you'll love it!

Kolker, Harriette B. and Sedelle Katz, "If You've Missed the Age You've Missed a Lot," Crisis Intervention, 1971, Vol. 3, 34-37.

Suicide Prevention, Inc. of St. Louis completed a statistical study aimed at evaluating all facets of the service. It became apparent that when a volunteer fails to find out a subject's age, the whole level of information is low. When age, the simplest information to elicit, is not obtained, the call tends to be handled loosely.

Kolton, Marilyn, Louis Dwarshuis, Michael Gordozeky, Ann Dosker, Innovative Approaches to Youth Services, Madison Wisconsin: Stash Press, 1973.

An excellent book for understanding alternatives and their services. It developed from an attempt to help in the communication problems between various youth programs in the country, i.e., problems of being able to get together to share information. The material developed out of a national conference on youth programs which offered a large number of services to youth who were having a variety of problems. Gives an excellent analysis of many problems and issues that were faced by innovative youth services.

Kreiger, Howard, Craig Wasserman, Alan Berman, Barry McCarthy and Jeff Kreiger, The American University "Hotline:" A Model Crisis Intervention Telephone Service, University Counseling Center, American University (125 pp/$6.00).

This is a program manual for a student-operated, community-oriented hotline. It contains information about program growth, policies, training, and organizational procedures. This paraprofessional program has served as a model for the National Institutes of Mental Health. Major emphasis is given to the description of and methods for handling a wide variety of problems encountered by hotline listeners; i.e., sex, drugs, loneliness and depression, runaways, suicide, chronic callers, and other nuisance calls. Other issues covered in the manual are: use of outside consultants, administrative hassles, and record keeping.

Lamb, J. Williamd and Robert E. Larson, Jr., The CONTACT Telephone Ministry Basic Guidebook to Beginning and Maintaining a Crisis Intervention Telephone Counseling Center, Harrisburg, Pa., October, 1975 (900 South Arlington Avenue 17109).

CONTACT is the registered name of a U.S. Telephone Ministry, CONTACT Tele-ministries, U.S.A., Inc.; it seems to be affiliated with an international association of telephone ministries called LIFE-LINE International. There seem to be "teleministry centers" in many U.S. and Canadian cities.

This Guidebook is one in a series written for this National network of phone helpers. One is on training and another is on publicity resources. It is a 300 page loose-leaf book divided into fifteen chapters, a bibliography and six appendixes; and a history of this group of helpers.

This Guidebook covers a very wide range of practical, day-to-day topics, e.g., training volunteers; administrative and management topics; a theological (philosophical) perspective--just about everything you can think of--it seems; even ethics, a most important subject.

Examples of forms are given for calls and for monthly and quarterly reports, among others.

The CONTACT Teleministries is most committed to a set of "minimum standards for accreditation." These standards are used in program evaluation. There is also a set of Optimum Standards presented.

The Project Staff suggest that you contact your local CONTACT Teleministry and talk with them about their program and their written materials. We think that this Guide is very much worth reading.

Lester, David and Gene W. Brockopp, editors, Crisis Intervention and Counseling by Telephone, Springfield, Ill: Charles C. Thomas, 1973.

This is a collection of articles by 23 authors divided into five parts and subdivided into twenty-five chapters. The five parts include a wide range of content: varieties of telephone services; crisis intervention and counseling by telephone; problem callers; the telephone counselor, and evaluating counselors and programs.

Both editors have worked in a suicide prevention program and the articles are a mix of ideas, issues and knowledge from and about direct practice, practice wisdom, program management and evaluation.

The text is 310 pages. Examples and references are in most chapters, although there is no text index or bibliography.

Project Staff think this is a basic book for a hotline library.

Lester, David, "The Evaluation of Telephone Cousneling Services," Crisis Intervention, 1972, Vol. 4, No. 2, 53-60.

It has become increasingly important in mental health programs to evaluate the treatment procedures utilized. Many telephone counseling services that do evaluate their performance focus upon low-level objectives concerned primarily with the internal operation of the agency, the administrative functions, and the performance of the counselors. A number of possibilities and methods are described. At the very least, a center should evaluate the adequacy of the counseling done by the staff.

Litman, Robert D., "Suicide Prevention: Evaluating Effectiveness," Life-Threatening Behavior, 1971, Vol. 1, No. 3, 155-162.

Discusses the issues involved with suicide prevention and evaluating its effectiveness using the Suicide Prevention Center of Los Angeles as a case example. The feasability of crisis intervention services for suicidal individuals has been demonstrated: they are utilized, accepted, and produce important new information on self destruction.

Mansbridge, James J., "Time, Emotion and Inequality: Three Problems of Participatory Groups," Journal of Applied Behavioral Science, 1973, Vol. 9, No. 2 and 3.

This article presents a good look at the problems of a participatory democracy, "i.e., making decisions face-to-face by consensus and with a presumption of equality. The problems the author defines are time (decisions take longer to make and alienates those who become frustrated when meetings don't accomplish anything), emotion (ideas become personalized--if you criticize the idea you are criticizing the person; increasing pressure to make decisions on feelings rather than on a "rational" level), and inequality (in a group committed to the ideal that all members have an equal influence on decisions, continuing inequalities can be disastrous, e.g., assuming a group is equal when in reality there are the "heavier" or "central core" and the rest).

McCord, James B. and William T. Packwood, "Crisis Centers and Hotlines: A Survey," Personnel and Guidance Journal, 1973, Vol. 51, June 723-728.

Presents a study undertaken to provide information for those establishing a crisis center, to improve communication, and to provide data on a national basis for existing centers. The information is based on questionnaires returned from 253 centers who fit the study's definition of a crisis center. The need for further information and for better communication among centers are identified.

Meacham, Mary and Katherine Acey, "Considerations in Evaluating a Crisis Outreach Service," Crisis Intervention, 1974, Vol. 5, No. 4, 25-35.

Recommends procedures for evaluating a crisis outreach program. Experiences on which recommendations are based were gained from a 24-hour crisis outreach service. Five issues related to program evaluation are discussed: statements of goals and objectives; manpower; data collection--daily operation and evaluation; data collection--volume and manageability; follow-up. From each of these areas, recommendations have been made for evaluators of similar programs.

Miller, Thomas W., "Peer Counseling: A Model for the Selection and Training of Students to Help Students," Counseling and Values, 1973, Vol. 17, No. 3, 190-194.

Assesses the selection and training process for the use of paraprofessionals as a part of the counseling and crisis intervention services offered to students at a four-year liberal arts college. The findings suggest that a significant model has been identified and assessed for the selection and training of peer counselors. This program provided an initial step by the counseling services to meet the immediate need for a peer counseling program as well as in providing skill courses in the undergraduate psychology program at the college. Application of these skills can be viewed as an on-going process with unlimited application in the area of community mental health.

Motto, Jerome, et al., Standards for Suicide Prevention and Crisis Centers, New York: Behavioral Publications, 1974.

This is an "Official Publication" of the American Association of Suicidology. In the words of Dr. Shneidman, "each author is a successful suicidologist;" the text is a monograph composed of seven chapters, three appendixes and an author and a subject index.

Six of the seven chapters are about standards--criteria of presence and of quality--which a program should adhere to and which could be used in program evaluation. Included are organizational standards and those for staffing, training, service, ethics and program evaluation.

Each set of and each specific standard is stated and discussed.

Nelson, Ronald H., "The Analysis of a Crisis Call Center: An Examination of Both its Function and Meaning, Within the Mental Health Community,"George Peabody College for Teachers, Dissertation Abstracts, Vol. 33, 1972, 1769-1770.

This study was an approach to the evaluation of a suicide prevention center--The Crisis Call Center in Nashville, Tennessee. The investigation went through three phases: Phase 1--a study of the development of the referral network that the Nashville Crisis

Call Center (NCCC) used to refer people for help; Phase 2--an analysis of the image that the NCCC had within the community of helping agencies in Nashville; Phase 3--the Feedback of information and interpretations accumulated in this study to the participants for comment and criticism. Data from each phase is discussed. Implications for change in the NCCC are also discussed.

Nelson, Ronald H., "The Crisis Call Center and Its Volunteers: A Comparison of Views with Mental Health Professionals," Journal of Community Psychiatry, 1974, Vol. 2, Winter, 237-241.

This was an approach to study the perceptions of a crisis call center (CCC) in the agency network of a community. Distribution scores between concepts on the Semantic Differential were used to determine how close mental health professionals and CCC volunteers perceived the CCC to be to the other mental health related agencies in the community. Implications of the findings are discussed toward an increased understanding of the role of volunteers in community crisis efforts and of the interrelationships among service agencies.

Pantleo, Paul M. and Katherine J. Whitlock, "Evaluation for Hotline Telephone Crises Services: A Cursory Review," Crisis Telephone Services on Campus Training Program, N.I.M.H. Grant 65-1-277, Southern Colorado State College, Pueblo, Colorado.

Mental Health Services can become effective and efficient only through program evaluation. An adequate evaluation model must evaluate services, but also must insure whatever program modifications that may be needed to guarantee the high quality program the recipients deserve. Many issues are discussed which must be considered when hotline services are to be evaluated. The evaluation cycle may be conceived of as consisting of program evaluation, followed by program modification which, in turn, is succeeded by evaluation-- a dynamic continuous assessment approach.

Pattee, Christine, "Population Characteristics and Sex-Role Patterns in a Youth-Run Crisis Center," Journal of Youth and Adolescence, 1974, Vol. 3, No. 3, 231-246.

A youth-run crisis/counseling center was studied by participant observation. The study had three goals: to establish a demographic profile of the total population of a youth-run crisis center; compare the characteristics of staff and nonstaff to determine whether these two groups were as similar as was claimed by the directors; examine the extent to which the center succeeded in breaking out of traditional therapeutic and sex-role patterns. The population was found to be predominantly white and young and equally divided between males and females. All social classes and both urban and suburban residents were present. Staff was significantly older, more educated, and of a higher social class than the nonstaff. Nonstaff included frequenters, mostly male, who "hung around" and were not counseled; counselees, mostly female, who were counseled at least twice; and drop-ins, whose contacts with the organization were brief. Females were more likely to be perceived as having a problem.

Phillips, Leonard Bruce, "Problems in Assessing Telephone Intervention Programs," unpublished thesis for the degree Master of Public Health, School of Public Health, University of Texas, 1971.

Examines the problems in assessing one facet of community health services--the telephone intervention programs. Attempts, based on review of the literature, to present a conceptual framework which has application to the evaluation of these programs. Characteristics of two such programs operating within Harris County, Texas, are presented. An application of the proposed conceptual framework of these two programs is undertaken and problems encountered in the assessment process are identified.

Resnik, H.L.P. and Harvey L. Ruben, editors, Emergency Psychiatric Care: The Management of Mental Health Crises, Bowie, Maryland: The Charles Press, 1975 (sponsored by N.I.M.H.).

This is a book of nine chapters resulting from the interest of federal officials at the N.I.M.H. Mental Health Emergencies Section. The 18 authors are professionals in the practice and teaching of crisis intervention work.

The chapters cover a range of mental health emergencies including acute alcoholic problems, drug problems, suicide prevention and psychiatric problems.

The editors hoped to present a "comprehensive" how-to-do-it" text. This book in the Project Staff's opinion is good, but is probably most effective for those with at least some college education (because of the language used and the level of discussion). References.

Robinson, Shirley E. and Jacqueline A. Yeager, What It's All About: A Training Guide for a Youth-Operated Hotline, Rockville, Maryland: Mental Health Study Center, National Institute for Mental Health, 1974, (DHEW publication No (ADM) 74-36, 65¢.

This soft-cover monograph has nine chapters and four appendixes. The chapters are: "Why a Hotline?; Mind Over Matter; What It All Boils Down To Is Plain Old Common Sense; Drugs; Suicide; Practice Doesn't make Perfect but It Surely Helps; Resource Materials and Record Keeping; To Sum It Up."

It is, in the authors' words, "...an attempt to share with others the experiences gained from a training program operated by and for young people..." The authors want to open up the opportunity for "free discussion."

The text is clearly written and easy to follow. Each chapter is subdivided into many small sections; this makes reading easier and keeps the discussion about each subject short.

There are many such guides now available from hotlines across the country. It is the Project Staff's opinion that this guide should be read along with other guides before you decide on what you will do in your program.

Saranson, Symour B., *The Creation of Settings and the Future Societies*, San Francisco: Jossey-Bass, 1972.

This is an excellent book that presents an analysis of organizational beginnings and development that is especially geared towards alternative services. He defines a setting "as any instance in which two or more people come together in new relationships over a sustained period of time in order to achieve certain goals."

The various phases that an organization goes through in its growth are presented. He calls a fantasy "the belief that in the lifetime of those who are creating the setting the point will be reacted when all major problems have been solved, all major goals achieved and a conflict free future assured," thus presenting a reality base to the alternative's development.

This is a must book for people who want to look at alternatives in the perspective of trying to begin or rebuild that which it was at its beginning.

Slaikeu, Karl, David Lester and Steven R. Tulkin, "Show Versus No Show: A Comparison of Referral Calls to a Suicide Prevention and Crisis Service," *Journal of Consulting and Clinical Psychology*, 1973, Vol. 40, 481-486.

Taped telephone calls to a suicide prevention and crisis service were analyzed to discover variables that might differentiate between referrals resulting in "show" and those resulting in "no show." Motivation of the caller for getting help and the concreteness of the therapist emerged as most important factors. This mode of therapist response is most congruent with a crisis intervention model, where the therapist takes on a much more active and direct role in dealing with the client.

Tapp, Jack and Deborah Spanier, "Personal Characteristics of Volunteer Phone Counselors," *Journal of Consulting and Clinical Psychology*, 1973, Vol. 41, No. 2, October, 245-250.

An investigation of some of the personal characteristics of volunteer phone counselors at a suicide prevention and crisis service. The personal characteristics of the volunteers were compared with college students on three psychological tests. The results show no differences between the groups on their self-concept except in their moral-ethical perceptions of themselves. The groups did differ on the other measures. Volunteers were more self-actualizing than the college group, and they indicated a greater degree of openness. Results suggest that the volunteers are altruistic in their motivation to work in this capacity and serve as important role models for their clients.

Torop, Paul and Karen Torop, "Hotlines and Youth Culture Values," American Journal of Psychiatry, 1972, Vol. 129, December, 730-733.

Hotlines represent a coalescence of the traditional and the counterculture models of crisis intervention. Hotline staff members who are oriented toward counterculture values tend to relate easily to callers in a non-directive, non-authoritarian manner. In their effort to be accepting and informal, they have difficulty avoiding entaglements with some chronic callers. Though younger volunteers tend not to be predisposed to seek professional supervision as a way of learning to manage these difficulties, they were able to use such supervision effectively.

Turner, John Redmond, "Volunteer Participation as a Function of Personal and Situational Variables," University of Utah, 1972, unpublished thesis.

A review of the recent literature on participation of college students in mental health volunteer programs revealed a great need for research. Three studies were devised to show that three aspects of students' participation in a campus hotline program could be described in terms of a combination of biographical, personality, attitude and program variables. A fourth study attempted to demonstrate that volunteers' personalities and attitudes changed as a result of their service experience. The results were discussed in terms of their consistency with similar,previous studies and their practical applicability to other volunteer programs.

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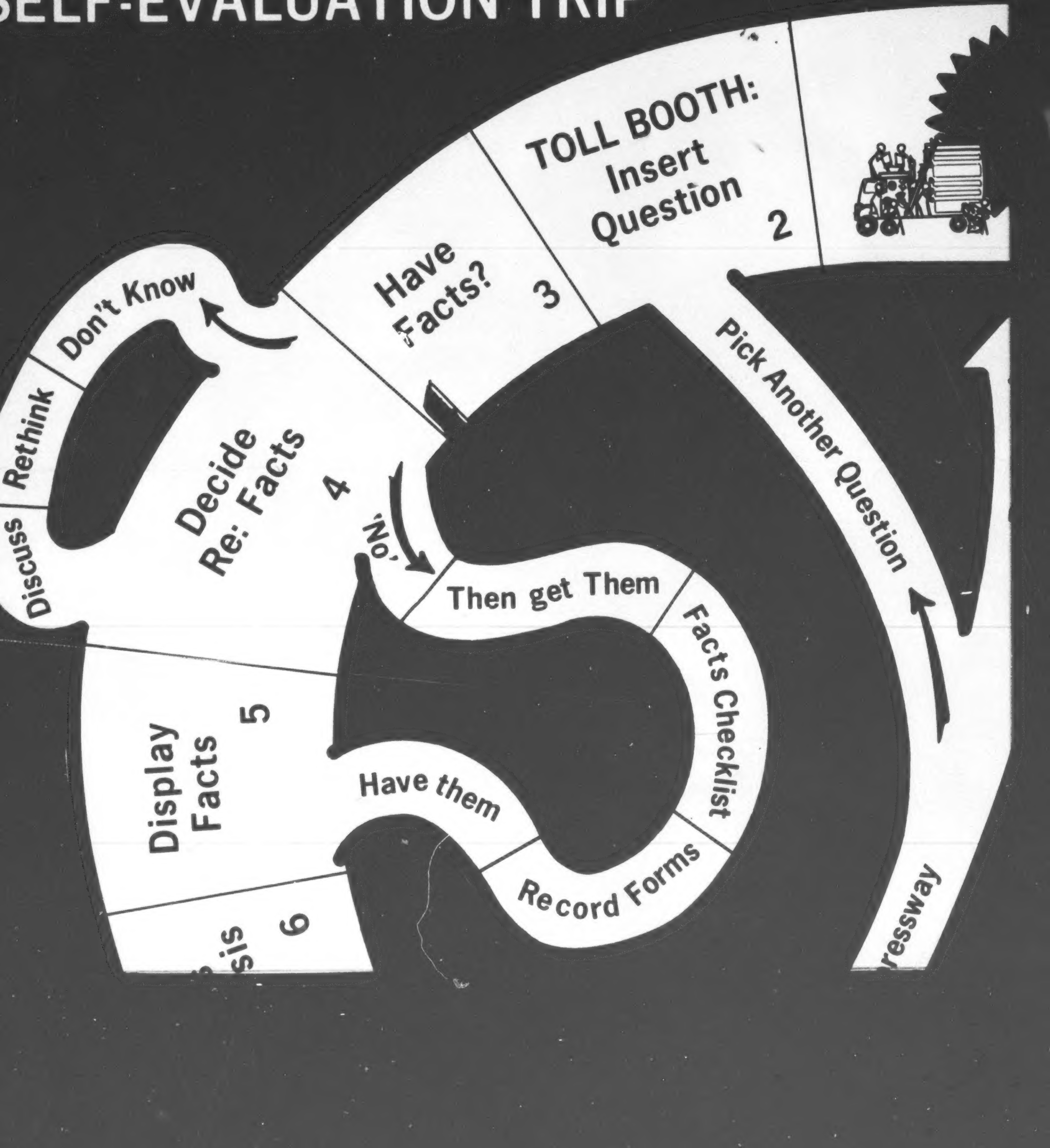

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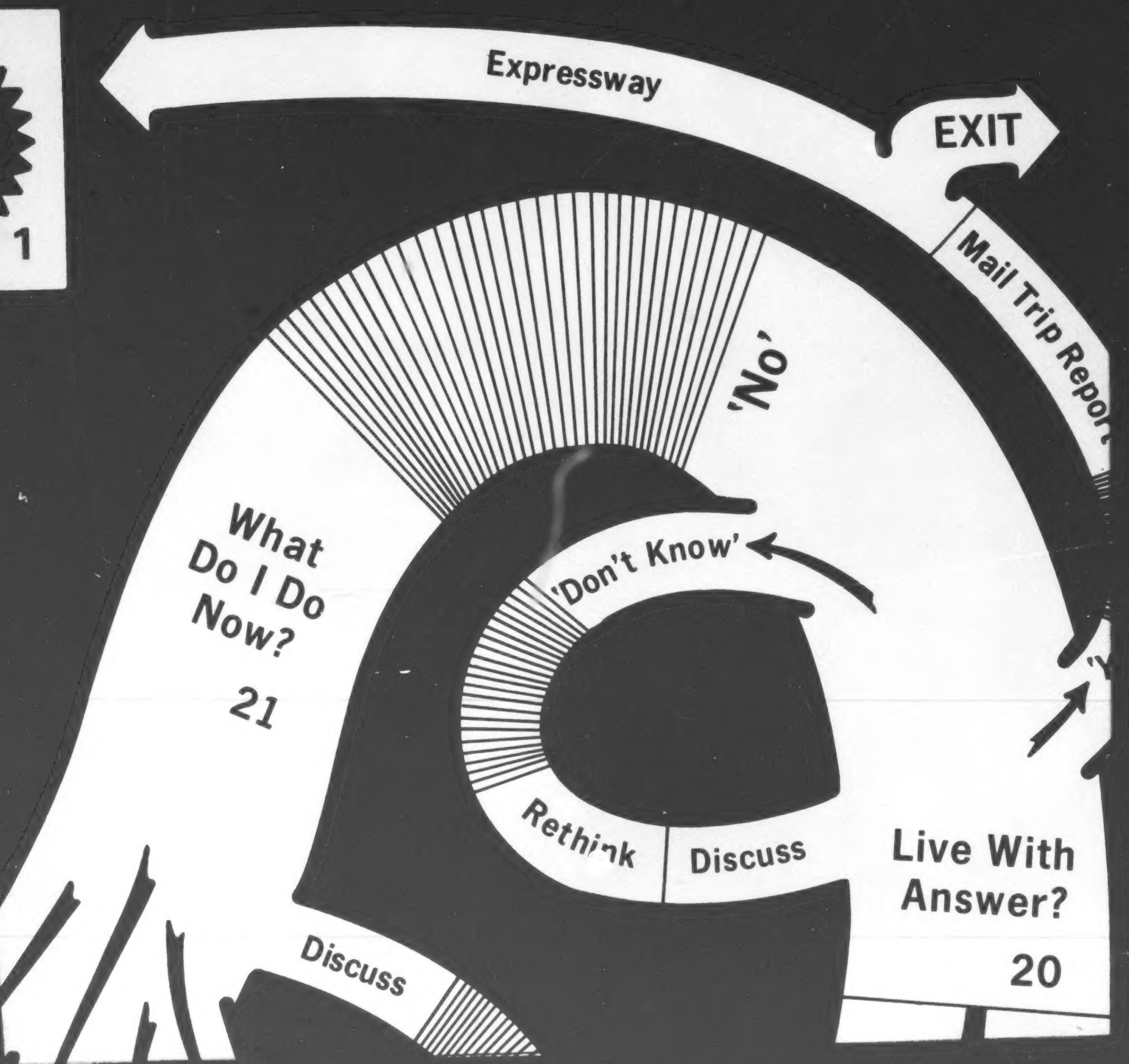
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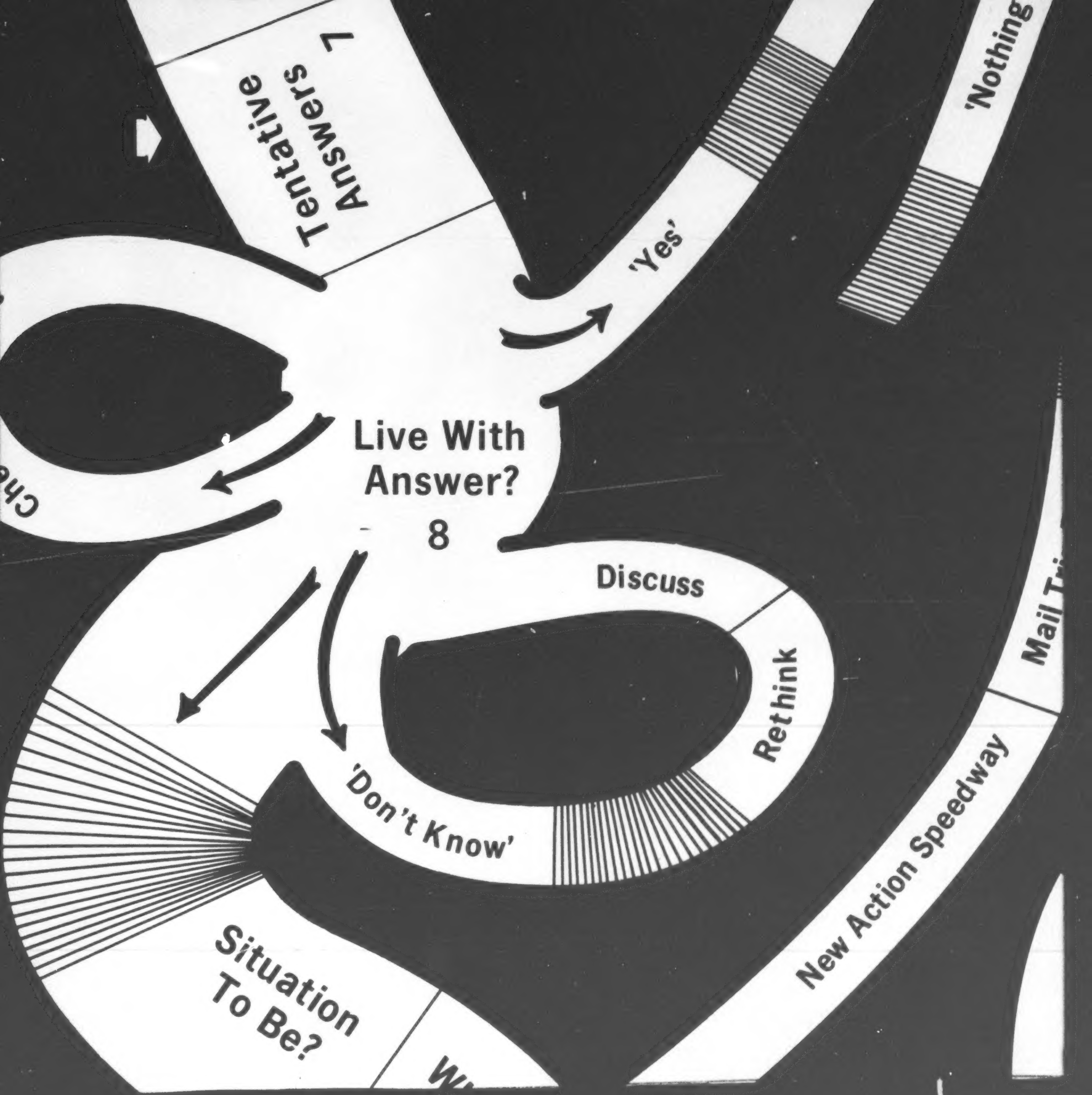
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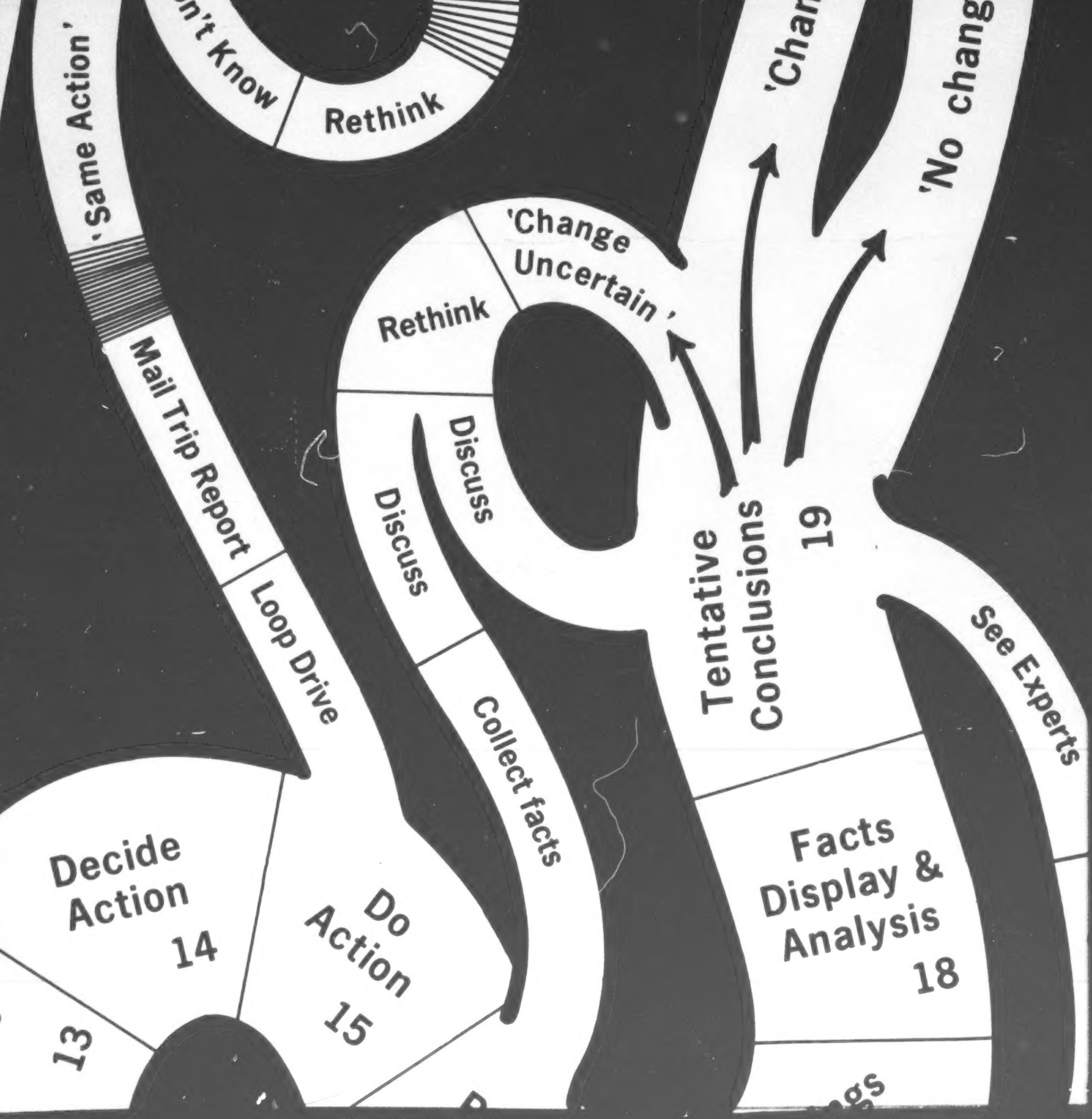
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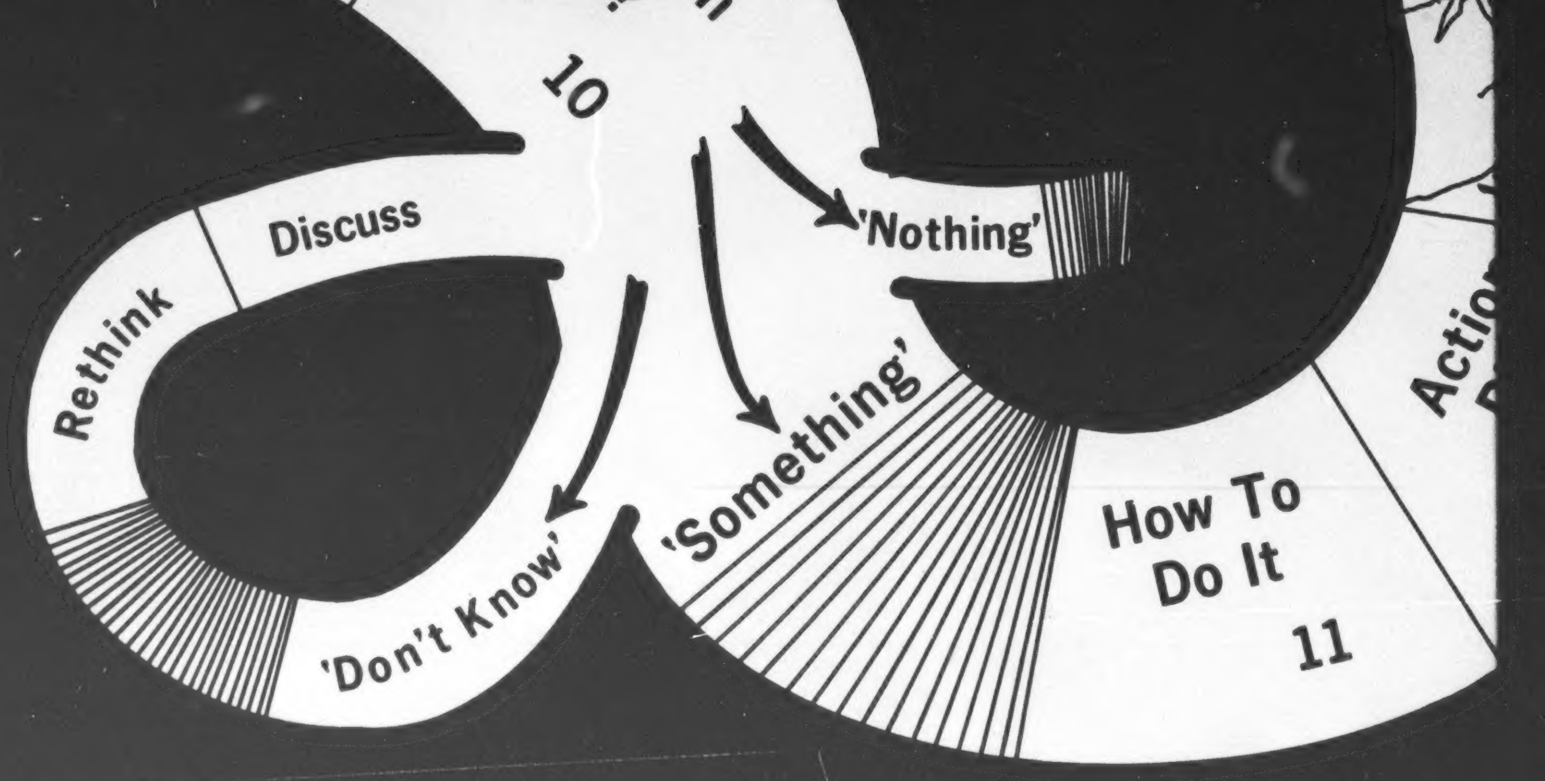
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LEGEND

Values Bridge—Be sure you ask why!

Dead End Wall—Stop!

Sample Billboard—Use your own scratch paper to write your answer.